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ABSTRACT

Seminar papers included in this document are: (1) "Career Counselling in a Changing South Africa," the opening address by J. G. Garbers, president of the Human Science Research Council; (2) "Current Problems in Career Counselling: The Report of the National Manpower Commission" (I. J. van Zyl); (3) "The Present Economic Situation and Career Counseling" (H. Blake); (4) "The Relevance of Contemporary Theoretical Models for a Changing South Africa" (Z. Nel); and (5) "The Effects of a Changing South Africa on Career Counselling in Paractice" (L. Olivier, N. G. Nhlapo, J. Cook). Two panel discussions are also included. The first is "Present-day Career Guidance at School. Are We Preparing Our Youth for the 21st Century?" and discussants were R. Francis, N.E. Roux, P. B. Singh, and H. J. Steyn. The second panel discussion, "Career Counselling and the Demands of a Future South Africa," consists of the following presentations: "The Implications of Co-operative Education" (J. Beukes); "The Implications of In-Service Training on Career Counselling" (G. D. Haasbroek); "The Implications of Career Education" (J. W. von Mollendorf); "Modern Technological Aids in Career Counselling" (R. Roelofse); and "Infrastructure Needed To Meet the Demands of the Future" (K. W. du Toit). (NB)

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Career counselling in a changing South Africa

compiled by Ms M.J. Visser

Occasional Paper No. 40

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Career counselling in a changing South Africa

Report on the Advanced Seminar of the
Centre for Child and Adult Guidance
of the Institute for Psychological and
Edumetric Research, on 16 September 1987

compiled by Ms M.J. Visser

Occasional Paper No. 40
Human Sciences Research Council
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CAREER COUNSELLING IN A CHANGING SOUTH AFRICA

Opening address by Dr J.G. Garbers, President: HSRC

I would like to welcome you all to this important seminar and to pay tribute to everybody working in the career counselling field. We have come together today to look ahead.

There is no doubt as to the importance of career counselling. The career that an individual chooses forms an important part of his identity, personal well-being and inclusion in the community. Career counselling is therefore an important step towards ensuring a person's mental health. Today more emphasis is placed on prevention than on intervention in terms of the state of an individual's mental health. For this reason it is important to reflect on career counselling in a changing South Africa. The main population groups in South Africa have all voiced a definite need for career counselling for their children. Surveys conducted by the HSRC in 1985 and 1986 among stratified samples of South Africans, showed that 14 % of the white, Indian and coloured parents and 24 % black parents were worried about their children's choice of occupation.

Financial problems and unemployment pose a problem for many South Africans. In the mentioned HSRC survey 10 % of whites, Indians and coloureds and 32 % of urban blacks suffered serious problems from unemployment. Of the whites, Indians and coloureds 39 % and 61 % of urban blacks experienced severe financial problems. Correct career placement and anticipation of supply and demand of job opportunities can alleviate these problems. Rapid technological development has also led to a diversity of careers as well as an emphasis on specialization. Career counselling should prepare the individual for this.

The career counsellor is a very important facilitator in our society and in the lives of people. They bring together

- the changing person and a changing world;
- the changing person and diversity of relevant educational paths;
- the changing person and a diversity of career opportunities.

The practitioner has to implement and integrate theory and practical parameters like

- the tempo and extent of changes in our society;
- the educational scene, formal and non-formal education;
- and the extensive possibilities in the labour market and private sector.

This seminar presents a unique opportunity for specialists in the field of career counselling to discuss possible solutions and strategies for solving problems and fulfilling needs in this field. The solution may be found on a macrocosmic level and may include: the availability of career counselling services on all educational levels - during and after school; the training of qualified counsellors who keep abreast of trends in the labour market; a system of co-operative education; the design of psychometric tests and the development of career counselling theories and methods that are applicable to the South African situation.

I would like to thank and congratulate the Centre for Child and Adult Guidance of the Institute for Psychological and Edumetric Research for the initiative.

Compiled by: Dr. L. Olivier
Ms M. Visser

CURRENT PROBLEMS IN CAREER COUNSELLING : RESEARCH BY THE NATIONAL
MANPOWER COMMISSION

Dr I J van Zyl
National Manpower Commission

INTRODUCTION

Thank you for the opportunity to participate in this event and to share with you our research experience in the field of placement and career counselling.

For the benefit of those who are not familiar with the function of the National Manpower Commission (NMC), it is a statutory body instituted in 1979 (on recommendation by the Wiehahn Commission) with the overall directive to advise the Government on all manpower issues, including manpower policy. The third Commission presently in office consists of 28 members, roughly equally representative of the interests of employers and employees and to a lesser extent the state but also including a few academics and manpower experts in their own right. The Commission is supported by a Secretariat and Research and Planning Directorate.

Stemming from its mission, which can be defined as the optimum development, utilisation and preservation of the manpower resources of South Africa, the NMC has interest in the totality of the labour market in the country. The main priorities are the creation of job opportunities and industrial relations, although much research has also been done in the areas of education and training, productivity, social security, international labour affairs and career services.

Under career services we understand the whole spectrum of supportive activities to help the individual to choose a career, to help the individual to find a job, to counsel the individual in the different stages of

development and on different decisions throughout his career and even to prepare him for retirement. In this area the NMC has initiated two major research projects, namely one on Placement services in the RSA and one on Vocational counselling and guidance in the RSA. Although the theme of this seminar centres on "career counselling in a changing South Africa", there are reasons why we should also have a brief look at the report on Placement Services in the RSA, as it is our experience that the aspects of vocational counselling and placement services are to a large extent interrelated. Many of the actions associated with counselling or guidance are provided by the institutions of placement and takes place within the process of placement. The fusion is even more marked when one approaches any of the aspects from a macro labour market angle - as is the case with the NMC research. I accept that most of you have your roots in the human and behavioural sciences, but I have noticed that other disciplines figure prominently on the menu for the day. I can assure you that an economic approach will only add spice to the flavour.

NATIONAL MANPOWER COMMISSION RESEARCH ON PLACEMENT SERVICES

Placement services refer to the activities which are aimed at the effective bringing together of those seeking workers and those offering their labour. It plays an important role in the economic life of a country, because a situation of full market information and complete labour mobility does not always exist - although these are in theory prerequisites for the working of a free labour market. The public and private sectors have over the years taken steps to reinforce and to improve the functioning of the labour market and to bring the underlying processes and thereby the allocation and remuneration of labour, more effectively in accordance with what it would be in a natural or perfect market situation.

The Wiehahn Commission recommended inter alia in 1980 that the placement services of the Department of Manpower be upgraded in terms of its staff and facilities, and also that the National Manpower Commission should constantly scrutinise the system of employment so as to make recommen-

dations for improvements where necessary. The functional recommendations of the Wiehahn Commission in this regard were to a large extent enacted in the Guidance and Placement Act of 1981. This Act provides the infrastructure for the administration of the placement services of the state as well as a certain amount of control over private placement services.

The investigation of the NMC began at the end of 1984 and it concentrated on (a) the existing conditions in the labour market of the RSA in respect of placement services and (b) the relevant international labour conventions, so as to establish the best possible course for developments in this area and also taking into account the Government's broad manpower policy. A project committee was appointed to lead the investigation and it was executed in three phases: the first, a quantitative survey of all placement services in the public and private sectors; the second, a qualitative survey amongst users of the services; and the third an overall evaluation of the services rendered and the relative roles played by the public and private sectors respectively. The investigation was concluded by the middle of 1987, and it is anticipated that the report thereon will be tabled in Parliament and released for general consumption shortly.

It is estimated that in 1985 some 3000-3500 persons were employed in the private placement industry, and some 90 000 persons are placed annually. The turnover value of the placement industry for 1984 could have been R100m-R120m. These figures exclude the labour broker industry. It is estimated that 500-600 persons are employed in the labour broker industry, and that the added value of this activity is probably about R15-R20m per annum (1984-figures).

The Department of Manpower (DMP) provides placement services at 411 offices (including 342 offices of the ex-"Development boards"). Some 210 persons are involved full-time in placement and guidance, while approximately 470 persons spend more than half of their effective working time thereon and a large number of officials of the DMP have a part-time responsibility for placement matters, especially in the smaller offices where a variety of the DMP's functions are dealt with by one or by a few

officials. Some 687 000 persons were in 1985 registered as unemployed at these offices, of which some 372 000 could be placed.

It will be noted that in the RSA we have both a private and public placement service, whereas the question can rightly be asked whether such a situation could not lead to unwanted competition. From the investigation of the NMC it was clear however, that both these sectors are necessary and that each play an important role in marrying labour demand and supply. As regards the nature of the services, the public placement services concentrate on those workers who experience problems in finding employment - virtually all the workers who use the service of the DMP are unemployed, whereas the majority of those who use the services of the private placement offices want to find a better job. The DMP services are geared to the unskilled and lesser skilled categories of workers and also those that for some or other reason, such as a disability, have problems in finding a job whereas private agencies provide services to a range of mostly skilled and professional occupational categories.

It was interesting to find that the placement and counselling staff of the public sector generally tended to have more appropriate tertiary training than their counterparts in the private sector. On the one hand it can be expected that the placement or counselling staff working with the more skilled clients (such as in the private sector) would have the superior counselling skills, on the other hand the more skilled worker wanting to better his job needs less help than the one that has become redundant or has some kind of disability. From the survey it was also clear that the public sector staff tend to have more experience in the field of placement and counselling, whereas the private sector staff have more experience in other lines of business. It is also of interest to note that in the public sector much more time is allocated to counselling in the placement process than is the case with the private placement agencies.

Only about one in four of the respondents in the private sector indicated that they used psychometric tests in evaluating candidates for

placement, while more than sixty percent were of the opinion that such tests did not have much value.

Placement services in the rest of the world, as in the RSA, are usually provided by both government and the private sector. Convention 96, adopted in 1949 by the International Labour Organisation provides for the gradual phasing out of private placement institutions or for their registration and control by the government. Particular exceptions in respect of specified occupations are permitted, but then only under strict supervision and control. A total of 38 countries ratified this Convention, including West Germany, Japan, the Netherlands and Sweden. In the case of Switzerland, the United Kingdom, United States of America and Australia they have not ratified it and neither has South Africa. In Sweden private placement services are not permitted at all, while in West Germany and Japan they are limited to certain occupations only.

The National Manpower Commission concluded that the co-existence of the public and private placement services in the RSA is justified, and for the reasons mentioned above that relate to their supplementary roles regarding:

- (a) the different occupational categories served,
- (b) the different needs of the groups served (some want jobs and the other want better jobs); and
- (c) the aspect of the public sector services catering more on the supply side of the labour market, i.e. unemployed workers seeking work, whereas the private services concentrate more on the demand side, i.e. the employer wishing to fill a vacancy.

It was further concluded that both types of services could benefit by broadening their vision somewhat, in other words if the public services were to make more of an effort to satisfy the needs of the employer and the private services were more aware of the needs of the work seeker. A two-way flow of the information in the hands of the two types of services could also help to ensure that the overall placement function in the RSA is performed as efficiently as possible.

It is obvious that placement and career counselling services in both the private and public sectors are going to be placed under extreme pressure in the future, and even the near future. The following factors will play a role:

- (a) The urbanisation rate. Large numbers of especially lesser skilled workers settling in urban or semi-urban areas will have to be placed.
- (b) The abolishment of influx control in itself means that certain restrictions on the mobility of labour have been removed and a vast increase in the demand for private placement services for lower-level manpower can be expected.
- (c) Pressure on the supply side of the labour market. The expected increase in Black school leavers at standard 8 and matric level and with tertiary education, as potential participants in the middle-level and high-level manpower corps of the country, in terms of placement and counselling services, speaks for itself.
- (d) Pressure on the demand side of the labour market. Political uncertainty, disinvestment, the inability of the RSA to compete in export markets, industrial action (such as strikes and boycotts), the high cost of capital, and a tendency to capital intensification in relation to labour, all have their negative effects on the creation of job opportunities and the possibilities of redundancies and retrenchments.

The combined influence of these factors can be expected to have a permanent effect on the needs of present and potential participants in the labour market. The possibilities to upgrade and increase the potential of placement and career counselling services will have to be fully exploited. The efforts should concentrate on the following three areas:

- (1) Improved techniques in respect of the rendering of public and private placement services. Placement and career counselling basically amounts to an information and intelligence service. I need not dwell on the possibilities and advantages of computer technology presently available - especially if it is exploited on a maxi-

mum selfhelp-basis. The experience in other countries is evidence enough of the value of applications in the related field.

(2) Greater co-ordination and co-operation between the different components in the total system. The research has shown a compartmentalisation in the services for different occupational levels, the catering for interests of different participants in the labour market (suppliers and demanders) and traditionally also for different race groups. Although the statutory restrictions in this regard have been removed, some of the partitions still exist in practice and some positive action is needed to remove these in order to ensure the optimum functioning of the system as a whole. The National Committee for the Co-ordination of Career Services could possibly play a leading role therein.

(3) Professionalisation and upgrading of the services. Placement and vocational counselling services lend themselves to the exploitation of individuals for the purpose of profit. It is probably for this reason that some countries, which in other areas are free-marketpractitioners, have fully socialized these services. Business incentive plays an important role in private placement and counselling services in South Africa which in itself is of course not wrong. Our research has indicated an enormous need for better and more services of this kind. The Commission was of the opinion that the incentives could only to a limited extent come from the state - it is evident that the major responsibility for the upgrading of such services lies with the profession itself.

The National Manpower Commission has made a number of detailed recommendations on the above, the particulars of which, as you will understand, I am not able to share with you today. As I said, however, the report should be released shortly.

RESEARCH OF THE NATIONAL MANPOWER COMMISSION ON VOCATIONAL COUNSELLING
AND GUIDANCE IN THE RSA

This investigation was limited to vocational counselling and guidance as provided by the education departments and outside the education institutions by public, para-statal and private organisations. Vocational counselling is seen as an activity under the wider concept of career counselling.

The purpose of this investigation was to study the total spectrum of vocational counselling and guidance services in South Africa in order to identify problem areas and with a view to make recommendations thereon. A project committee, consisting of members of the National Manpower Commission and other specialists in the field, was appointed to guide the investigation.

Different sources were utilised to gather information for this investigation. Two major surveys were inter alia undertaken. The first survey included the activities of a selection of providers of vocational guidance in the public sector, such as the education departments, the Directorate for Career Services of the Department of Manpower, the HSRC and a number of other institutions that provide counselling services. The second survey involved some 2 400 questionnaires to the providers and users of vocational guidance services. A seminar was also held with prominent representatives of the vocational guidance community in order to find solutions to the problem emanating from the investigation.

For the purpose of proper orientation, a study was also made of the history and development of vocational guidance in other countries. Certain norms and standards regarding vocational guidance have become universally accepted over the years, and these were also included in the study.

As this was the first study in South Africa covering this specific spectrum of activities, it had to go through the cumbersome process of describing the role, function, scope, potential and limitations of each of the components contributing to vocational counselling and guidance in the country. For today's purpose, as you will understand, I will discuss these aspects only in very general terms.

Regarding the development of vocational guidance as a separate discipline, it is fascinating to think that the first intelligence test was developed by Sir Francis Galton, a British biologist, around 1880 (only a little more than a century ago). To me the most marked occurrence in vocational guidance as a discipline is the work published in 1909 by Frank Parsons entitled Choosing a Vocation. The systematic approach of Parsons still forms the core of the discipline today: "In the choice of vocation there are three broad factors: (1) A clear understanding of yourself; ... (2) a knowledge of the requirements and conditions for success ... in different lines of work; ... and (3) true reasoning of these two groups of facts." It is also significant that the International Labour Organisation in 1975 adopted its 142nd Convention concerning "Vocational Guidance and Vocational Training in the Development of Human Resources". Fourty countries had ratified this Convention by 1985. The Convention provides that each member "shall adopt and develop comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training, closely linked with employment, in particular through employment policies." In Article 1 of the Convention the need for comprehensive and co-ordinated policies of vocational guidance is stressed, and perhaps it is in this area that the greatest shortfall in the local situation can be found. I will later return to this aspect.

The Convention contains numerous normative details on how the policies and programmes should be implemented - amongst others that it "shall encourage and enable all persons, on an equal basis and without any discrimination whatsoever, to develop and use their capabilities for work in their own interest and in accordance with their own aspirations, account being taken of the needs of society."

The Convention also requires that a country shall establish and develop open, flexible and complementary systems of, amongst others, "vocational guidance and vocational training, whether these activities take place within the system of formal education or outside it."

In general it would seem that vocational guidance in South Africa conforms to a certain extent with these requirements, but that the "comprehensive policy" and "co-ordination" aspects are lacking. Let us briefly concentrate on the problem of diversification of vocational guidance services in the country.

- Firstly, there is the political and constitutional aspect. Although the labour force and potential labour force from an economic point of view can be regarded as one entity, vocational guidance is administered by a variety of governmental departments, education institutions and other bodies. It is an issue that cuts across general and own affairs.
- Secondly, the legislation that regulates vocational guidance institutions is diverse, and is administered by different functional institutions such as professional councils, departments of education and the Department of Manpower.
- Thirdly, the interested parties in vocational guidance are diverse. On the supply side there are not only the potential entrants to the labour market, but also the guilds, trade unions and professional bodies with their interest in standards, ethics, training and maybe even in numeric restrictions. On the demand side there are employers and their associations and institutions, from the profession itself there are the individual counsellors and their official bodies and associations while the state institutions involved also care about the welfare of the society as a whole.

The National Committee for the Co-ordination of Career Services (NCCC) has the mission of co-ordinating career services in South Africa with a view to the optimum development and utilisation of the manpower resources in the country. It consists of fifteen members and the most important interest groups concerned with vocational guidance are represented thereon. The Committee meets on an ad hoc basis and has since its inception in 1979 made useful contributions in the particular field. It has provided inputs for various activities such as the Youth

Year in 1985, the implementation of Discover in the Department of Man-power and the initiating of the Careers Exhibition in 1986. There are limits however, in the role that the Committee can play. Firstly, it has no statutory backing. Secondly, it can only act in an advisory capacity. In the third instance, it has no permanent secretariat and therefore very limited resources for research and other facilitating activities. Notwithstanding its merits and utility, it is quite unlikely that the Committee could under the present circumstances fulfil a more dominant role in the formulation of a comprehensive and co-ordinated policy as far as vocational guidance in the country as a whole is concerned.

The problems associated with co-ordinating vocational services within and outside the education system are not quite unique to South Africa. Different approaches are followed in different countries in order to address these problems. In Britain, vocational counselling services are the responsibility of "Careers Service", an agency of the Department of Employment. Vocational counselling is a national programme, but the counselling services to a community are usually controlled by the local school boards. It is only in the last two decades that vocational counselling has become part of the education curricula to any significant extent, but the "Careers Service" offices still serve as the most important link between the education institutions, individuals and the labour market.

The development of vocational guidance as an auxiliary service to employment services was more or less the pattern in Europe in the first half of this century. In France these services are largely controlled by the education authorities. In Belgium vocational counselling is offered as part of the comprehensive state-provided psychological, medical, and social services. These services have a multi-disciplinary approach, and their spectrum of activities more or less involves the total welfare of the society. Vocational counselling even for pupils are provided at multi-services centres for each region or district and personnel of these centres visit schools to give guidance at critical stages of students' careers. The focus seems to be on a balanced view of the total

development of the individual, and counselling is provided when a problem is experienced, and that includes the area of vocational guidance.

The difference in the three examples that have been mentioned is that it is governed and co-ordinated by respectively (1) the central institution for manpower or employment services, (2) the education authorities, and (3) the central institution responsible for social, medical and welfare services. The forementioned is oversimplified for the purpose of this example as different rules and practices about the co-existence of private and public services apply in each case. The common feature of these systems, however, is that in each case only one body is responsible for governing and co-ordinating career counselling services. In this regard one can also mention the position in West-Germany, where vocational guidance is provided by the Federal Employment Institute only and where private counselling is forbidden.

The position in the United States of America possibly bears the most resemblance to our own - a diversity of career counselling services is provided by a multitude of decentralised education authorities, state institutions and other public and private agencies. The co-ordinating authority is the "American Personnel and Guidance Association" (APGA) that plays a major role in ensuring standardised counselling in schools. The APGA is responsible for research, national policy, the provision of vocational information and other professional services.

A common development in many countries over the last decade or so is the integration of the work environment with other aspects of human existence and the concomitant influence on career guidance. To quote from leading authorities in the USA, (Pickering and Vacco): "The emphasis on career development and the simultaneous need for career guidance experienced a recent renaissance as people reacted to the declining job market and the women's movement and recognised the importance of work in their lives." These researchers also found a significant shift in attitudes in the sense that students in the sixties were more self- and socially centered, whereas a decade later students were much more career-orientated. There is also a tendency of viewing career counselling as an on-going

activity against the earlier emphasis on the once in a lifetime career decision.

This should be seen against the process identified by Parsons mentioned earlier. Whereas at the initial stages of vocational guidance more emphasis was placed on the information aspect of guidance (Parsons' second factor) there followed a period (the thirties) in which the needs of the individual played a more dominant role (Parsons' first factor), although the guidance was still directive and advisory in nature. Eventually emphasis was placed on the interaction of individual capabilities and the occupational requirements (Parsons' third factor). This was the age of the so called non-directive approach in counselling which followed the publication titled Counselling and Psychotherapy by Carl Rogers in 1942.

I have mentioned earlier that the placement and vocational guidance services that were historically provided by the development boards have now been fully taken over by the Department of Manpower. This Department falls under general affairs, and it thus has the obligation of providing a full non-discriminatory service to the whole spectrum of society. Although it is the policy of the Department that there should be no discrimination in the provision of its services, there are certain practical considerations that have to be kept in mind. The offices taken over from the development boards are situated more conveniently for access by the workseekers from Black townships. These offices used to concentrate more on the placement function and the vocational counselling aspect was not very prominent. Whereas previously a distinction was made on the grounds of race, this distinction is now based more or less on occupational and/or education level, although the differentiation is only loosely defined. The ideal will be the provision of a full range of services to cater for all occupation levels at each and every office of the Department. The upgrading of these services and also making them available to the large number of potential entrants to the labour market in the years to come is probably one of the biggest challenges that the counselling profession has to face. The importance of this factor cannot be overemphasised.

In order not to duplicate the work of previous commissions, the NMC will not cover the area of school counselling in the same depth as the recent HSRC investigation on education aspects. The problems relating to vocational counselling as such are nevertheless addressed in the present investigation, especially in so far as they relate to the possibility of a comprehensive and national policy on the matter.

Some of the education departments were quite honest in admitting that low priority is given to the provision of vocational guidance services. This is quite understandable, given to many other problems these institutions face. The price of this neglect will, however, be paid in future if some drastic action to overcome the most prominent barriers is not taken. Even in those departments where modest to excellent success in the provision of such services are reported, certain problems do still exist. The potential entrants to the labour market do not always seem to experience the positive effect of school counselling relative to the successful provision of such services. One suggestion was that pupils should also receive tuition in decision-making as to inter alia help them decide on their career choice. These problems probably relate more to the relative maturity of the society as a whole and may be an indication that society is not generally receptive to therapy of this kind.

I must admit to only mentioning a few of the problems that were examined in the course of the NMC investigation. The problems relating to training and training standards, inadequacy of facilities, a lack of vocational information and the possible better utilisation of the media were not even touched on. They will be addressed more comprehensively in the final report.

It is planned that this investigation will be included in late 1987/early 1988 and that a report thereon will become available some time later in 1988. It is anticipated that the report will contain comprehensive recommendations on a wide spectrum of issues related to vocational counselling.

In conclusion it must be pointed out that our brief was to address current problems in career counselling, and therefore this presentation concentrated on the negative aspects of the subject. From our investigation it was clear that, notwithstanding these problems, much has been achieved in the provision of vocational counselling and guidance at different levels in South Africa. There is, however, a potential for much improved performance and effectiveness if the different components of the overall system could be better synchronised. In order to best utilise our limited resources, some original and unconventional methods might be necessary. The further investigation of possibilities such as group counselling should therefore receive high priority.

SOME ASPECTS OF THE CURRENT ECONOMIC SITUATION AND CAREER COUNSELLING

R.H. BLAKE

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PRECIS

Certain structural aspects of the national economy, especially those relevant to the labour force, are briefly described. Then follows a consideration of non-structural, or cyclical, economic events currently occurring and the impact of these on the labour force. The implications for effective career counselling are considered and some recommendations are made.

1. INTRODUCTION

A consideration of variables influencing the provision of career counselling in an economy perforce focuses attention on the people who participate, or seek to participate, in that economy. Consequently, the variables to be considered in this paper will essentially be those with impact on the supply and utilisation of labour in the national economy of the Republic of South Africa.

The term "labour" is used in the economic sense as one of the "factors of production" and refers to the whole spectrum of economic activity - entrepreneurial, managerial, white collar and blue collar - and not just to those in manual labouring positions.

2. STRUCTURAL ASPECTS

2.1 THE LABOUR FORCE

South Africa is a country which is undergoing the industrialisation process. As a consequence, it has both a modern and a traditional sector in the national economy.

The rate of population increase is disturbingly high (table 1), and is unevenly distributed (tables 2 & 3).

TABLE 1

Population projections
Projected population growth rates
(percentage increase per annum)

	1985	1990	1995	2000
Blacks	2,4	2,3	2,1	2,0
Whites	0,8	0,6	0,5	0,5
Coloureds	1,8	1,7	1,5	1,2
Asians	1,8	1,5	1,3	1,1

Even though the country typically attracts net immigration, no net immigration was assumed in these figures.

elbc2Source: Human Sciences Research Council:elbel

TABLE 2

Population - size

	1946	1960	1970	1980	2000
	m	m	m	m	m
Blacks	7,8	10,9	15,3	20,7	30,4
Whites	2,4	3,1	3,8	4,5	5,1
Coloureds	0,9	1,5	2,1	2,6	3,5
Asians	0,3	0,5	0,6	0,8	1,0
Total	11,4	16,0	21,8	28,6	40,1

TABLE 3

Population - composition

	1946	1960	1970	1980	2000
	%	%	%	%	%
Blacks	68,6	68,3	70,4	72,2	75,0
Whites	20,8	19,3	17,3	15,8	13,2
Coloureds	8,1	9,4	9,4	9,1	9,0
Asians	2,5	3,0	2,9	2,9	2,8
Total	100,0	100,0	100,0	100,0	100,0

In addition, we are characterised by a manpower phenomenon typical of all developing economies. There are serious and chronic shortages of skilled manpower - both artisan and managerial (tables 4 & 5).

TABLE 4

COMPOSITION OF HLM AND ITS PROPORTION IN TOTAL MANPOWER IN 1979

	HLM		Total manpower							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Whites	332 369	126 419	458 788	1 014 757	564 212	1 578 969	32,8	22,4	29,1	8,3
Coloureds	17 902	31 918	49 820	386 928	213 799	600 727	4,6	14,9	8,3	9,8
Asians	13 012	7 106	20 188	147 111	59 831	206 942	0,8	11,9	3,8	12,1
Blacks	40 486	68 692	109 178	2 496 457	375 951	2 872 408	1,6	18,3	12,1	12,1
Total	403 769	234 135	637 904	4 405 253	1 213 793	5 259 046	10,0	19,3	12,1	12,1

Source: Department of Manpower Utilisation

*HLM = High Level Manpower

TABLE 5

COMPOSITION OF THE ECONOMICALLY ACTIVE POPULATION ACCORDING TO OCCUPATION, 1970 AND 1980

	Total		Whites		Coloureds		Asians		Blacks	
	1970	1980	1970	1980	1970	1980	1970	1980	1970	1980
HLM and skilled	%	%	%	%	%	%	%	%	%	%
Professional, technical and related workers	100	68,3	59,7	7,6	8,2	3,0	3,6	21,1	26,5	26,5
Administrative and management workers	100	94,5	91,7	1,2	2,3	2,6	3,1	1,7	2,9	2,9
Semi-skilled	100	72,9	61,0	6,5	8,4	4,7	6,4	15,9	24,2	24,2
Clerical workers	100	55,9	44,7	8,3	8,8	10,8	8,5	25,0	38,0	38,0
Sales workers										
Unskilled	100	8,5	10,9	10,5	10,7	1,3	1,2	79,7	77,2	77,2
Service workers	100	4,7	6,5	5,9	11,4	0,3	0,4	89,1	81,7	81,7
Farm, forestry and fishery workers	100	16,3	14,2	13,2	12,6	3,1	3,4	67,4	69,8	69,8
Mine production and transport workers										

Source: Central Statistical Services

*HLM = High Level Manpower

Simultaneously there are high levels, equally serious and chronic, of unemployment and underemployment.

For example, estimates made by Prof. Sadie (University of Stellenbosch) indicate that by 1990 South Africa will have a shortage of 1.3 million skilled workers and an excess of 1.6 million unskilled and semi-skilled work seekers. (Cited in the Nedbank Appraisal.) Income distribution is consequently very skewed, and South Africa is classified by the World Bank as a high inequality country.

Inadequate education, in terms of both quantity and quality (table 6), constitutes a barrier which effectively prevents movement of the unemployed/ underemployed into positions for which the supply of labour is inadequate. As a consequence, productivity is low. Low economic growth rate combines with population increase to inflate structural unemployment and underemployment as well as perpetuate a low overall standard of living (Figure 1).

2.2 EMPLOYMENT SECTORS

There are four major sectors which offer employment opportunities: agriculture, mining, manufacture, and service. Of these, manufacture appears to have the greatest potential for employment generation.

2.3 SPATIAL CONCENTRATION OF MANUFACTURING

There is high concentration of manufacturing, and hence wealth, within the metropolitan areas. It has been estimated that approximately 80% of industrial output is produced in the four major metropolitan regions: Pretoria-Witwatersrand-Vereeniging; Durban-Pinetown; Port Elizabeth-Uitenhage; the Cape Peninsula.

3. CYCLICAL ASPECTS

3.1 THE ECONOMIC CYCLE

The current upswing in the economic cycle is sluggish and not of great magnitude. Continuing high inflation together with political and consequent economic uncertainty have created a mood of pessimism. Real investment in capital equipment has declined for several years in a row. Employment generation is very sluggish.

3.2 THE AGRICULTURAL SECTOR

This sector is becoming increasingly capital intensive, with concomitant shedding of labour. By the year 2000 South Africa is likely to have the same capital: labour ratio as Europe, with even fewer employment opportunities in this sector.

3.3 THE "FISCAL CRISES OF THE STATE"

This relates to the very narrow tax base, the result of the inequality in income distribution, and the high need for continuing State expenditure. State spending will continue to grow. The Tricameral Parliament (and its possible variants), maintenance of the "National

TABLE 6

TERTIARY EDUCATION 1971 AND 1981

	Residential Universities	Unisa	Teachers training colleges	Colleges and Institutes for technical and advanced technical education	Total
1971					
Whites	56 864	20 239	12 996	82 479	172 578
Coloureds	1 301	739	2 994	3 380	8 414
Asians	2 550	1 662	851	6 752	11 815
Blacks	2 604	2 804	8 148		13 556
Total	63 319	25 444	24 989	92 611	206 363
1981 ^a					
Whites	81 102	33 019	12 635	88 905	215 655
Coloureds	5 285	3 987	4 163	3 588	15 898
Asians	6 862	4 821	1 452	2 665	15 800
Blacks	9 027	16 229	14 720	762	34 738
Total	102 256	50 945	22 170	95 920	282 291

^a Technical training for Blacks in 1981 was mostly at secondary level.

^b Excluding Transkei and Bophuthatswana.

Source: National Manpower Commission

States", introduction of the Regional Services Councils, etc will become economic priorities, while "normal" economic spending (education, health, welfare) will decline in relative terms. This will translate into increased pressure for privatisation of certain State services. There is little hope of real tax reform, the money supply will continue to increase, and inflation will proceed unabated.

3.4 RELAXATION OF INFLUX CONTROL

This will combine with the high concentration of wealth and employment opportunities in the metropolitan areas to produce an exaggerated pressure to urbanise. Squatter camps will proliferate.

3.5 RELAXATION OF JOB RESERVATION

This will open higher level occupations to hitherto excluded groups. There is the possibility of increasing the supply of technical, supervisory and managerial skills.

3.6 RESTRICTED CAPITAL SUPPLY

Repayment of foreign loans together with the decline in foreign investment will exacerbate the scarcity of capital, especially for private investment. This will increase even further pressure for State expenditure.

3.7 INCREASING ECONOMIC CONCENTRATION

The concentration of capital resources, reflected in the large control of shares on the Johannesburg Stock Exchange by a small number of companies (Anglo American Corporation, SANLAM, Old Mutual, etc), has created a situation of "monopoly capitalism". Absence of competition removes pressure for competitive prices, in both consumer goods and "wages" (including salaries).

3.8 UNION PRESSURE FOR WAGE INCREASES

Growing Trade Union strength (as evidenced in the recent mining strike) will in all likelihood be felt as continuing demands for higher wages. Higher wages, impacting on the labour-cost ratio, will translate into employer demands for higher productivity, which may result in adoption of more capital-intensive modes of production and resultant decline in employment availability.

4. CONSEQUENCES

The population will continue to increase, urbanisation will accelerate, structural unemployment will grow. There will be greater pressure than before for employment generation, unlikely to be satisfied by the formal sector; greater emphasis will be placed on the informal sector. There will be pressure to adopt labour intensive methods of production with, paradoxically, increased need to improve productivity.

5. IMPLICATIONS FOR CAREER COUNSELLING

The pressing need will be to identify those with entrepreneurial potential and also those capable of entering the higher levels of employment. Small scale economic activity within the informal sector will assume great importance as a vehicle for employment generation. There will also be great pressure to increase productivity.

Consequently, the most obvious implication is that the career counselling net will have to be cast wider than before to include all population groups, but especially Black South Africans who constitute the greatest segment of the population.

The need for two thrusts can be identified.

5.1 SYSTEM

Here the need will be to provide the techniques and information needed for effective counselling of the various population groups.

5.1.1 The Techniques

This will include the adaptation or creation of devices (eg tests) for assessing relevant mental competences and/or potential, interests and personality characteristics in all population groups. In view of the extreme urgency of the situation, there is not - in my view - the time to create these ab initio. We would do better, especially in the short term, to adapt for one group those which already exist for another. This implies studies of reliability and validity or - where relevant - establishment of norms for evaluation of test results. Construction of special instruments can be undertaken in the longer term.

5.1.2 The Information

An associated need of equal, perhaps even greater, urgency is that for information related to careers: the qualifications, skills and personal qualities demanded in various occupations, and what the work itself involves, advantages and disadvantages, career prospects, etc. Experience indicates considerable ignorance here, even among those from the wealthy, privileged segments of the population, let alone the disadvantaged.

Publications such as My Career and the Guides issued from time to time by the HSRC, together with works which appear irregularly, such as the book produced by Manpower 2000, are indeed very useful. I plead, however, for something more, presented in more dynamic format.

What I have in mind is the creation of videos containing the information outlined above, including interviews with people engaged in occupations shown. These could be placed in libraries and made available for a small fee for home viewing in the wealthier communities, or on equipment within the libraries in less fortunate areas.

5.2 THE PROCESS

The urgent need for counsellors is self-evident. More need to be trained; special centres need to be created or the present ones expanded.

In the provision of counselling, notice should be taken of situations of supply and demand: for example, undersupply to Engineering and the oversupply to the Humanities and Social Sciences at university level, and similar patterns at lower educational levels. In addition, there should be emphasis on identifying those with critically needed skills or potentials, such as supervisors or managers with effective social skills able to motivate subordinates.

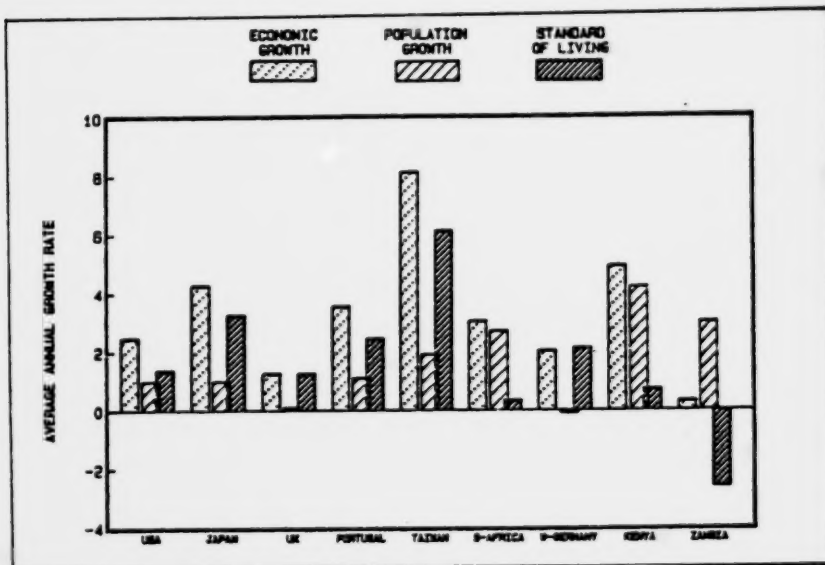
The lessons in this regard from the more developed nations, such as the USA and Western Europe, must be heeded. In these countries, the situation exists where graduates and post graduates are unemployed because of the oversupply of certain qualifications. We cannot afford this.

6. CONCLUSION

The economic picture is not an encouraging one. We have, however, many natural resources as well as great, untapped reserves of human potential. The challenge is to identify the potential and develop it for the good of the nation. If we put our mind to it, we can achieve this.

Figure 1

Economic and Population Growth Rates and Improvement in Standard of Living: 1972 - 1983



SOURCES

1. The Nedbank Group. South Africa: An Appraisal. (Second edition). Johannesburg, 1983.
2. Tables 1 - 6
The National Productivity Institute. Productivity Focus, 1986. Pretoria, January 1986.

THE RELEVANCE OF CONTEMPORARY THEORETICAL MODELS FOR A CHANGING SOUTH AFRICA

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It was no coincidence that the National Manpower Commission arranged intensive talks with representatives of the counselling community on crucial issues concerning vocational guidance in the RSA earlier this year. The fact that vocational guidance was an important item on the agenda of the recent management meeting of the Institute for Counselling Psychology held in Stellenbosch on 4 and 5 September 1987 was no coincidence either. It is also no coincidence that an advanced seminar on vocational guidance in a changing South Africa is being held now. According to Herr (1985) and Neubens (1981) the high unemployment rate in the USA and Europe has stimulated a renewed interest in vocational guidance - a trend that is apparently applicable to South Africa as well. Crites (1981) adds that the eighties have been characterized by a recognition of the importance of work and careers in people's lives and he even goes so far as to refer to the current "renaissance" of vocational guidance. This is quite a contrast to the fifties and sixties that were characterized by a dwindling interest in vocational guidance. In the same context Crites states that the demand for vocational guidance among the general public in the USA exceeds the demand for any other kind of psychological service, including psychotherapy.

While on the one hand we are now faced by an overwhelming demand for vocational guidance, we are also forced to ask ourselves whether career guidance satisfies the needs and requirements of our time. To answer this question one is forced to take another look at the contemporary theoretical models and their relevance for a changing South Africa.

With reference to the title of this paper it would be quite correct to point out that there are no purely theoretical models for career guidance purposes. Carkhuff and his colleagues (1967) subjected the so-called voca-

tional guidance theories of Holland, Super, Roe, Tiederman and others to specific theoretical criteria (among others requirements for inductive and deductive functions), and subsequently concluded that none of the existing "theories" met the requirements for a theory. Instead of vocational guidance theories, one should strictly speaking rather refer to vocational guidance approaches or application models.

Secondly it is also necessary to add an explanatory remark on the term "contemporary", which in actual fact means nothing else but "of the time in question" or "present-day". As will be seen later in the summary of the most important vocational guidance approaches (p.14), these approaches have not been selected on account of their dates of origin, but on the basis of the extent of their present use or application in the vocational guidance practice and the extent of contemporary research generated from the approaches.

Thirdly it should be pointed out that numerous and diverse changes can be identified in modern South Africa, but that for the purpose of this paper change broadly refers to economic and political change in South Africa. Career guidance cannot be seen in isolation from economic and political trends; in fact, it is precisely these two trends that form the basis of local vocational guidance programmes. Edwin Herr has formulated this issue as follows:

Since career counseling and guidance are shaped by the economic conditions and political belief systems that prevail in any nation, it is obvious that differences across nations in these characteristics will yield significant variations in the shape and substance of career counseling and guidance, in who provides such services, in who should receive such services, and in where they are located (Herr, 1985, p.4).

By way of illustrating the above point of view, you are referred to an article entitled *Ontwikkel land as eenheid: Landbou bepaal ooriëwingsstryd* (Develop country as a whole: Agriculture determines battle for survival) by Prof. Pieter Haasbroek, Professor of Economics at the University of Pretoria

that appeared in the newspaper *Beeld* on 26 August 1987. In the specific article the writer argues that the population of South Africa will increase to 80 million within the next 30 years, and this trend does not only imply that twice as many people as now will have to be fed, but it also gives rise to the question of providing job opportunities for everybody. In order to address this problem, the agricultural sector will have to be scrutinized, since (according to Prof. Haasbroek) agriculture is the overriding economic factor in all developing countries. Industrial development offers a solution mainly in urban areas. The writer continues by stating that aid to and development of small farmers - in the case of South Africa, black farmers in particular - constitute the most effective manner of establishing agricultural development. One implication of such development would be that all population groups should have free and equal access to farming opportunities.

It is precisely such changes that affect both the occupational world and vocational guidance:

"It is the level and type of development that defines the diversity and character of the nation's occupational structure, the training required of workers, the amount and character of trade with other nations, and related phenomena affecting the kind of work available." (Herr, 1985, p.4)

In the fourth place, what is meant by relevance? For the purpose of this paper relevance implies the "direct" and "indirect" aspects of contemporary vocational guidance approaches that are at issue or of significance in a changing South Africa.

First of all it is important to scrutinize the "indirect" aspects. These aspects are not always spelt out fully by all authors of contemporary vocational guidance approaches, yet they are so important that without them no vocational guidance would have been possible. What it boils down to is that each vocational guidance approach is based on specific conceptions of man and society. Herr (1985) explains the matter as follows in a chapter entitled *International Approaches to Career Counseling and Guidance*:

"It has become increasingly evident to guidance and counseling leaders, in both national and international agencies, that career guidance and counseling does not operate in a political, economic, or social vacuum. The state of a national economy, the achievement images of social metaphors important to that nation at its level of industrial development, and political views of individual freedom of choice are some of the factors that affect both the process and the substance of career guidance and counseling. Acknowledgement of such realities will continue to stimulate a search for those elements that are common and effective across national models of career guidance and counseling and those elements that must be considered indigenous to a particular nation or culture" (Herr, 1985, pp. 8-9)

In virtually all cases the study of contemporary vocational guidance approaches revealed that in some way or other the following approaches were presupposed:

1. The value and dignity of every individual in the community are acknowledged.
2. Every individual has the right to decide about his/her own future.
3. The individual bears the consequences of and the responsibility for the choices he/she makes.
4. Career decisions involve the total development of the individual and can be changed from time to time.
5. The educational process can make a substantially favourable contribution to the career decisions of an individual.
6. The individual often depends on some form of expert and systematic assistance or other in the course of the decision-making process.
7. The career decisions of an individual imply a dynamic interaction between the individual and the community.

Each of the preconditions mentioned should be discussed in detail and all implications ideally spelt out clearly. However considering

the restrictions of time and scope of this paper, only a number of general remarks that may probably be applicable to vocational guidance in a changing South Africa will be made.

Regarding (1), the value and dignity of the individual:

There is no real occupational future for South Africans unless the value and dignity of every individual are recognized, not only by vocational counsellors, but also by every single member of the community. The government makes the following statement in the National Council Bill:

"To provide for participation in the planning and preparation of a new constitutional dispensation; the granting to Black South Africans of a voice in the processes of government in the interim period; and the furtherance of sound relations among, and the human dignity, rights and freedoms of all South Africans; for the achievement of the said purposes to establish a National Council; to provide for the constitution, functions and functioning of the Council; and to provide for incidental matters" (Notice 364 of 1986).

However the final test is the manner in which the individual himself experiences his value and dignity in the occupational world and in the general community.

Regarding (2), the right of the individual to decide on his own future: All the contemporary guidance approaches reject the idea of a "social engineering", in other words forcing occupational decisions on an individual simply on the basis of manpower needs in the occupational world. At any rate no vocational guidance system, occupational counsellor or information system can ever be developed to such a level of accuracy that decisions can be made on behalf of the individual. In a changing South Africa with its complex occupational trends and particularly with the present emphasis on the free-market system and small businesses, the right of the individual to have the final say on his own occupational future should be underlined strongly.

Regarding (3), *bearing the consequences of and assuming responsibility for career decisions*: It follows logically that if an individual makes his own decisions on his future, such a person should also bear the consequences of and assume responsibility for those decisions. It also implies that the community should offer the individual the opportunity to bear the consequences of and assume responsibility for career decisions.

Regarding (4), *the individual development of an individual*, Herr makes the following statement:

Individual development and the talents that result reflect a complex blend of hereditary and environmental factors including those that are psychological, sociological, educational, political, economic, and physical. National systems of career counseling and guidance tend to differ on which of these factors is pre-eminent and, therefore, which should receive the most attention in individual assessment, counseling, and remediation (Herr, 1985, p. 7).

Attempting to determine which of the factors mentioned by Herr is the most important one as far as current vocational guidance practices in South Africa are concerned would have proved to be an interesting academic exercise. However the most important fundamental issue is that all contemporary vocational guidance approaches do not only take the individual development of an individual into consideration, but also attempt to promote favourable growth and development.

Regarding (5), *the role of the educational process*: Good education is good vocational guidance. Vocational guidance should not be separated from the formal teaching situation. Herr (1985) also points out that vocational guidance in some form or other has been introduced into schools in virtually all industrialized countries (including Africa). This does not mean that vocational guidance is restricted to schools only, but rather that little would have come of vocational guidance if the valuable educational role of schools were not recognized.

Regarding (6), *the need for expert and systematic support*: It can be accepted that many individuals take independent decisions regarding their own

career future, but it is also true that many others depend on expert and systematic assistance. The support that is given is not only offered in the form of an occupational counsellor, but it is also based on a "system" of vocational guidance. In this regard Holland (1978) refers to "creating systems of efficient service" and "managing and evaluating such services".

Regarding (7), the interaction between the individual and the community: Watts and Herr (1976) put forward a strong case for the fact that there are two dimensions (or even two poles) in respect of vocational guidance approaches. On the one hand the focus is on the individual, while on the other it is on the community. Many writers interpret this as a matter of conflict (individual versus community), but on the basis of system theoretical thinking, attention in the case of vocational guidance should rather be given to career decisions as interactional deeds. The community exerts an influence on career decisions, and this contributes to dynamic and continued change of the community and the individual.

As was stated earlier, much more can be said about the essential preconditions of the vocational guidance approaches. In fact, it would have been possible to devote an entire conference to these "indirect" aspects alone, though for the time being the preceding brief discussion on this will have to suffice.

Next we can concern ourselves with the more "direct" aspects of the vocational guidance approaches. What is relevant for a changing South Africa with regard to the large variety of vocational guidance approaches? In answering this question one can easily fall into the trap of summarily rejecting certain approaches in their entirety and accepting other approaches as a whole, while in fact all approaches do contain specific relevant "truths". After studying the majority of contemporary vocational guidance approaches, John Crites came to the conclusion that there exists a central structure according to which a general arrangement of the most important contemporary approaches can be made. Crites concluded that vocational guidance approaches as models have the following three concepts in common:

1. diagnosis,

2. process, and
3. outcome.

Crites also reached the conclusion that, particularly in view of the fact that the approaches are really nothing but models for application, vocational guidance approaches have the following three methods in common:

4. interviewing techniques,
5. test interpretation, and
6. the use of career information.

In order to show how Crites (1981) arrived at his important conclusion, a concise exposition of his scheme is provided in Summary 1 (Models) and Summary 2 (Methods). As is clear from these summaries, Crites subjected the following approaches to his method of analysis and accommodated them in his scheme:

1. The trait and factor approach (Paterson, Darley and Williamson)
2. The client-centred approach (Rogers and Patterson)
3. The psychodynamic approach (Bordin, King and Bennington)
4. The development approach (Super and Overstreek)
5. The behaviour or social learning approach (Goodstein, Krumboltz, Thoresen and Baker)
6. The comprehensive approach of Crites himself

Unfortunately Crites cannot/will not accommodate one important author (and one of his biggest critics, as appears from an article entitled *Career Counseling: Then, Now, and What's Next?* in his encompassing structure, namely John Holland. For the purposes of this paper Holland's approach is broadly typified as a man-in-context approach, and in the discussion that follows his work will also be encompassed.

With reference to Crites's framework, an attempt will now be made to make certain remarks on its relevance for the South African situation. It should, however, be emphasized that this framework only constitutes the "minimum" guidelines within which career counselling can be conducted in

SUMMARY 1
MODELS

	TRAIT AND FACTOR	CLIENT-CENTRED	PSYCHODYNAMIC	DEVELOPMENTAL	BEHAVIOURAL	COMPREHENSIVE	MAN-IN-CONTEXT
DIAGNOSIS	Williamson: differential diagnosis based on choice problem.	Although Rogers and Patterson strongly question diagnosis, it is conceded that a client may have a vocational guidance problem.	Bordin sees diagnosis as the basis of vocational guidance. Psychological constructs are predominantly used.	According to Super the following assessments should be made: a) assessment of problem b) assessment of person c) prognostic assessment.	Goodstein stresses the role of fear in the diagnostic process. Krumholtz and others emphasize behaviour analysis.	Crites emphasizes: a) differential b) dynamic c) decision-making diagnosis.	Holland says that his theory and related measuring instruments (including computerized measuring instruments) can be used in diagnosis.
PROCESS	Gathering (especially testing) of full information, interpretation of data and subsequently the submission of direct proposals.	Client should be brought to full congruence. (Highest level of psychotherapy)	Three stages, viz. a) exploration and conclusion of contract b) critical decision making c) work on changing the self.	Process mainly depends on the level of occupational maturity of the individual. Super places great emphasis on the development of vocational choice skills.	Goodstein stresses the ability to deal with fear. Krumholtz and others emphasize the elimination of behavioural patterns that cannot be adapted.	Concentrates on the inter-view interaction which passes through three stages: a) explorative b) problem classification and specification c) problem solving.	Establishing congruence between type of personality and the type of job environment.
OUTCOME	Short term: solving current occupational problem. Long term: hopefully the client will have better self-comprehension to solve all further problems.	Self-actualized individual who, owing to a clear self-concept, manages to find his/her place in the occupational world independently.	Short term: solving vocational choice problem. Long term: positive personality change.	Facilitate individual's occupational development.	Goodstein wishes to eliminate fear in particular. Krumholtz and others: a) acquiring decision-making techniques b) preventing problems.	Mainly: solving occupational choice problems.	Reconciling individual with job environment.

SUMMARY 2
METHODS

	TRAIT-AND-FACTOR	CLIENT-CENTERED	PSYCHODYNAMIC	DEVELOPMENTAL	BEHAVIORAL
Interview technique	Involves a pragmatic technological method of establishing rapport, cultivating self-understanding, advising a program of action carrying out a plan and referring the client to other personnel for more assistance	Counselor will make responses during the interview geared to helping the client experience and implement the self-concept in an occupational role	Bordin enumerates three interpretive counselor response categories that can be used: (a) clarification to focus the client's thinking and verbalizations (b) comparison and (c) the interpretation of "wish-deference" systems; "represents a synthesis of psychoanalytic practices, trait-and-factor, client-centered approaches	Super's "cyclical" approach is to respond directly to content statements by the client and nondirectly to expressions of feeling.	Goodstein proposes techniques of psychotherapy for the alleviation of anxiety; he joins with Krumboltz and Thoresen in their pragmatic stance that the counselor should reinforce desired client responses, encourage social modeling, and teach discrimination learning in the acquisition of decision-making skills
Test interpretation	Involves the counselor who makes authoritative interpretations of the test results, and draws conclusions and recommendations from them for the client's deliberation	Counselor proposes that tests be used primarily for the client's edification and wants; use only as needed and requested by client; termed by Super as "precision testing".	Bordin defines three major uses: (a) that the client be an active participant in selecting the tests (as in the client-centered approach)(b) that the tests provide diagnostic information for counselor to give client and stimulate self-exploration and (c) that the counselor verbally present the test interpretation - introduce as needed rather than presenting it all at once as in trait-and-factor	The most appropriate information is the description of career patterns in different occupational pursuits; Super observes that there are approximately six types of descriptive data on career patterns that are needed for this approach	Test use, in either a theoretical or pragmatic stance, is almost negligible since they measure individual differences in behaviour rather than reflect individual-environment interaction - a primary concern to behavioral counselor; objective indices of behavior are therefore gathered
Use of occupational info	Counselor provides this information to either confirm a choice already made or resolve indecision between two equally attractive options may help a client readjust an inappropriate choice; also used to involve the client actively in the decision-making process	Introduced when there is a recognized need for it on the part of the client counselor must recognize that such information has personal meanings to the client which must be understood and explored within the context of needs and values, and objective reality	Information that is based upon a "need analysis" of job duties and tasks is needed; resembles the trait-and-factor approach of matching men with jobs, but differs in that variables are personality needs and gratifying work conditions, rather than static characteristics of the individual and occupation.	The purpose is to maximize the value of tests in decision-making by administering them in a discriminating way, and by involving the client in each phase of the process; represents "precision" testing rather than "saturation" testing as in the trait-and-factor approach	Behavioral counselors have developed "career kits" that are more useful in stimulating further career exploration and decision-making than simply printed information.

South Africa. As mentioned earlier, the specific content of vocational guidance programmes will be determined *inter alia* by economic and political trends.

Regarding (1), *diagnosis*: The choice of the term "diagnosis" will for various reasons result in the raising of eyebrows and the start of a debate. However, what is really at issue here, is the concept "behind" the word. In the context of career counselling diagnosis simply means "What is the problem?", which immediately gives rise to two subsequent questions, namely "What has caused the problem?" and "What can be done about it?" As far as the individual is concerned, these questions can be described as

- a differential
- a dynamic, and
- a decision-making diagnosis.

Diagnosis naturally does not imply a medical diagnosis. In a vocational guidance model making a diagnosis does not constitute a starting point only, but remains relevant throughout the entire counselling process. When Holland's statements in this regard are analysed it will be noticed that he does not deny the construct diagnosis as such, but rather objects to the service-rendering aspect:

"....despite some protestation about diagnosis, most people receive the same treatment whether they need it or not. Differential treatment or levels of treatment from superficial to reconstruction usually depend upon a professional's predilections rather than upon a person's special needs" (Holland, 1978, p. 58).

For South Africans the relevance of the concept diagnosis lies in the fact that specific questions be asked regarding every individual's career future (Crites), but that the manner in which these questions are answered should be related to the needs or problems of the particular individual (Holland). This does not deny the fact that such "diagnostic" questions will reveal that the occupational problems of many South Africans, especially black South Africans, have been created by institutionalized establishments (political, economical, educational, technological, etc.) within the South African society. If the latter proves to be the case, it should still not

invalidate the concept of diagnosis in terms of a career counselling approach.

Regarding (2), process: By using the word process, Crites means the interview interaction between the client and the vocational counsellor. According to Crites the vocational guidance and counselling process usually passes through certain stages and the service-rendering action is characterized by a communication and relationship dimension. With regard to a one-to-one counselling situation Crites's statement would be universally valid and naturally it would be relevant for South Africans as well.

An objection that Holland raises against Crites's views in this regard is that a one-to-one counselling situation cannot satisfy the community's needs for rendering a service to every single person.

"Aside from their intellectual and scientific problems, the major vocational counseling approaches share a common core of societal, financial, organizational, and practical weaknesses. First, and perhaps most important, these interview-oriented methods have not met the societal need for service. It is unlikely that our society will ever have the resources to provide one-to-one vocational counseling" (Holland, 1978, p. 58).

Of course Holland's point of view is equally valid for a changing South Africa in which such a large number of people are dependent on vocational guidance that it would be unrealistic to expect that there would be a large enough number of trained vocational counsellors available for individual consultations. Does that then mean that the concept "process" would be invalid with regard to the South African situation? The concept "process" should definitely not be rejected, but simply be extended to include the "process" of career decisions outside the one-to-one interview situation as well. In this regard Holland (1978) particularly mentions the establishment of *inter alia* a systematic information service (for example in the form of work books) and the greater use of group techniques. Within the South African context cognizance should be taken of the praiseworthy efforts of

the Department of Psychology of the University of the Orange Free State to construct and develop vocational guidance programmes and packages.

Regarding (3), outcome: Often so much attention is given to the process of vocational guidance that the actual matter that is at issue - the outcome of the service-rendering action - is forgotten. Watts and Herr make the following statement in this regard:

"The movements both in the USA and in Britain have so far been over-pragmatic. They have been concerned with process rather than outcomes, with doing something now rather than pausing to think about its aims and whether it is the best way to achieve those aims" (Watts and Herr, 1976, p. 140).

What then is the objective of vocational guidance approaches? According to Crites, vocational guidance predominantly has the following aims: assisting the individual to make career decisions, promoting the individual's decision-making techniques, and promoting favourable growth and development of the personality in general - objectives that are naturally also valid for South African individuals.

Regarding (4), *interviewing techniques*: It has already been stated that vocational guidance in South Africa should be extended outside the one-to-one situation, especially in view of the statements made by Holland. However the rejection of the the career interview, as recommended by Holland, is an over-extremistic point of view. Vocational guidance interviews and associated techniques remain a fundamental part of vocational guidance, although they are not the only techniques and methods that can be used in this regard.

In a changing South Africa it can be expected that an increasing number of so-called cross-cultural interviews will be conducted. Numerous people, for example Ibrahim (1985), Katz (1985), Pederson (1985), Smith (1985) and Super (1985), already wrote about the problems encountered in cross-cultural interviews, and without underestimating the extent of these problems, it

seems as if this subject lends itself to challenging and courageous research efforts.

Regarding (3), race interpenetration: From the very start the use and interpenetration of races have been part and parcel of vocational guidance. Much can be said about this matter. However the most important is that formal and non-formal races, particularly for non-whites, have to be established and that the valuable work performed in this regard by the Human Sciences Research Council should be acknowledged.

Regarding (4), career information: All contemporary approaches emphasize the necessity of career information. Despite the fact that there are various problems in this respect, the career information component is essential for South Africa as well. In discussions with representatives of the counselling community which formed part of an investigation into vocational guidance in the RSA and was arranged by the National Manpower Commission, it was pointed out that the users of career information do not gain the maximum advantage from sources of career information, because:

- users are not aware of all the sources that are available;
 - users do not have adequate information retrieval skills;
 - the format in which information is presented does not comply with the requirements for easy retrieval;
 - owing to technological and economic change this information does not reflect manpower needs effectively and timeously; and
 - all the information has not been assembled in one comprehensive source or in a limited number of sources. (National Manpower Commission)
- (From: Summary of discussions with representatives of the counselling community in the RSA on 10 June 1987 and compiled by the National Manpower Commission.)

This means that successful vocational guidance is not possible without an effective system of career information. We in South Africa should take another look at the proposals of Herr and Cramer (1972) concerning the use of career information.

In conclusion it can be stated that the "renaissance" in the field of vocational guidance also has a bearing on South Africa. As a result of the renewed interest in vocational guidance, vocational counsellors are forced to scrutinize contemporary vocational guidance approaches once again and to examine their relevance for a changing South Africa. In the course of this process one inevitably comes to the conclusion that contemporary vocational guidance approaches are based on specific views of man and society. One such example is the presumption that all approaches acknowledge the value and dignity of the individual in society. Furthermore it can be accepted that vocational guidance approaches as models have the concepts of diagnosis, process and outcome in common, and that interviewing techniques, test interpretation and the use of career information are the techniques common to all these approaches. In South Africa Crites's comprehensive approach would also have been relevant to the one-to-one interview situation, but this approach should be expanded to include vocational guidance applications outside the one-to-one interview situation.

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THE EFFECTS OF A CHANGING SOUTH AFRICA ON CAREER COUNSELLING IN PRACTICE

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1. INTRODUCTION

Traditionally, career counselling is done in the clinical practice by clinical or counselling psychologists on a one-to-one basis. The other alternative is in the educational milieu where career counsellors do basic career counselling in the classroom set-up and only those pupils with a serious career problem is referred to the educational psychologist that again sees the pupil on a one-to-one basis. This model has the following implications:

- 1.1 It is very costly from a economical point of view.
- 1.2 Only a selected few people can obtain career counselling.
- 1.3 Only attention is given to pupils with a serious problem with regard to career choice and those pupils who seem to be able to make a choice of their own is left to their own devices - no thought is given to the correctness of their choice.

This means that most South Africans at present do not receive appropriate career guidance and have to rely on their own resources that sadly seem to lack a good basic knowledge of the various careers.

2. CONSPICUOUS AREAS OF PROBLEMS IN THE CLINICAL PRACTICE

From experience the following conspicuous areas of problems can be found in clinical practice:

- 2.1 There are seldom evidence that the person in question has any broad knowledge of the various available careers. This means that no valid decisions can be made in any case as a career decision requires a basic knowledge.
- 2.2 It is seldom that pupils who require career counselling has the basic know how of the process of decision making. That is why most people find it difficult to make a career choice even if four or more alternatives are given to them.
- 2.3 Often only pupils who have personality or scholastic problems are referred to the counselling psychologist for guidance in the hope that the primary problem, viz that of achievement or behaviour may be solved. In these cases the career guidance is only secondary.
- 2.4 Often it is the parents and not the pupil in question that are struggling with the complexity of a career choice for their child.
- 2.5 In some cases the parents request career guidance for their children in the hope of dissuading them with regard to a specific career choice.

These problems lead to the fact that at present very few pupils are seen in clinical practice that have no problems other than selecting a career. It is almost as if career guidance is reserved for pupils and grown-ups that are struggling with a multitude of problems. The question is, what happens to all those excellent pupils that rely on their limited knowledge of careers to make their own career choice?

1. CAREER GUIDANCE NEEDS IN A CHANGING SOUTH AFRICA

The following career guidance needs must be met in a changing South Africa.

1.1 Pupils must be guided to develop a psychological maturity in order to make a valid career choice. This process starts in the early years of the primary school and continues up to when the pupil makes his or her final career choice in matric. This process is set in motion by helping the child at primary school to get to know himself - his limitations as well as his positive attributes.

1.2 Simultaneously, the pupil must be given the opportunity to start in primary school to obtain knowledge about the different careers and which personality attributes they require. Specific attention should be given to technical and mechanical careers as those are the people that the South African economic milieu requires. That means defusing possible negativism towards training at a Technicon.

1.3 The pupil must be monitored in order to determine his level of knowledge of himself as well as the realism of the goals he sets himself.

1.4 The pupil must be given the opportunity to talk to people in different careers with regard to the positive as well as the negative aspects of that specific career - only people that follow a specific career can truly relate its pitfalls and pleasures.

1.5 Pupils should be taught the process of decision making. That in making a decision the golden rule is to obtain all the possible knowledge related to the subject and then to make the decision bearing in mind that the consequences of the decision must also be contemplated.

4. HOW CAN THESE NEEDS BE MET FROM A PRACTICAL POINT OF VIEW?

From a practical point of view the following measures should be taken to ensure that the career counselling needs in a changing South Africa can be met:

- 4.1 The model of a one-to-one person must be modified. Professional psychologists should only be consultants to well trained career counsellors. These counsellors should be trained to cope with children's career counselling needs on a primary school level, a secondary school level, young adulthood level as well as with people experiencing a mid-life crisis. At least two counsellors must be on the staff of a school and a programme developed by the consultant psychologist must be followed with regard to each pupil in each standard.
- 4.2 Short questionnaires should be developed in order to help the child to get to know himself. These questionnaires should be developed in such a way that the child can discover his own attributes while completing the questionnaire.
- 4.3 The child should be taught decision making processes by confronting him with a decision that becomes increasingly complicated as he grows older in order to teach him to carry the consequences of his own decisions.
- 4.4 Knowledge about careers should be in abundance by inviting people from all walks of life to talk about their careers to the children (in small groups), giving them the opportunity to explore and ask questions.
- 4.5 The children should be able to attend career exhibitions in order to keep up with new career developments.
- 4.6 Parents of children should be actively involved in the "get to know myself" process as well as the career guidance process. This can be done by organising a group of parents to interact with a group of children consisting of their own children (all the children should be of a similar age group). The children could then discuss problems with regard to career choice with the parents and the counsellor could be the facilitator.

5. CONCLUSION

We should move away from the traditional model of placing the responsibility of guiding the child in his or her career choice solely in the hands of the counselling psychologist, educational psychologist or school counsellor. This responsibility should be shared by the child himself, his parents, his career guidance counsellor, his consulting counselling or educational psychologist and the community as a whole.

THE EFFECTS OF A CHANGING SOUTH AFRICA ON CAREER COUNSELLING PRACTICE

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INTRODUCTION

Career Guidance and Counselling emerged in South Africa in response to a number of socio-political issues inherent in the changing nature of this society. Such problems as rising unemployment, poor education, mass poverty and limited access to opportunities have led to social unrest, tensions and conflicts in our society. The difficulties are not equally shared by all population groups. The hardest hit are the black youth who continue to bear a disproportionate share of the burden.

The problem counsellors and guidance teachers are confronted with is one of underprepared black youth which is a product of a poor education system; a student who is a passive learner, does not have language and communication skills, lacks self confidence, and is unassertive.

Career guidance can no longer respond in a reactive way to these problems - that of delivering services upon request.

The stance taken in this paper is that the role and responsibility of counsellors and guidance teachers should be expanded to a pro-active position which will address the needs of disadvantaged black youth in an effort to produce a self reliant individual who is able to take charge of his own life.

1. SOME SIGNIFICANT SOCIO-ECONOMIC AND POLITICAL FACTORS WHICH HAVE INFLUENCED CAREER COUNSELLING

The role of education has assumed new importance since the advent of modern technology. It is no longer possible for people to learn effectively only through experience. A young man can no longer acquire all the skills and knowledge he needs just by working beside his father in the family business or farm. The activities in which he has to engage in take him beyond the sphere of the home. Since much of the knowledge he needs is related to basic education it seems natural for the schools to be given an expanded role, that will cater for his education needs.

The growth of technology has necessitated the division of labour and specialization and these two processes have found their way into the schools. No term so describes the interdependence of education and the surge of change as does technology.

As a result of technological changes work has become more cognitive in its requirements and in its activities. In response to the growth of knowledge, the technologies created an amazing variety of occupations. Most of these require specialized training programmes which presume a careful study of human potentials, the design of unique programmes for vocational preparation, and the matching of human resources with the programmes. In brief as Kowitz (1971) indicates "our burgeoning technology demands guidance programmes within the educative process", which will promote the total development of the student ready to take up the challenges of the world of work. In contrast the guidance programme in the South African education system does not address these needs.

The schools in South Africa are educating a special kind of black student; one who grows up in a family or neighbourhood where, because of a long history of deprivation and inadequate education, the knowledge of and information about work opportunities which are day to day living for the white group are unknown quantities to him. This kind of education system has failed to make its contribution towards preparing the young people for the world of work.

It was after the Soweto uprisings of 1976 and the nationwide boycotts of the early 1980's that the crisis of confidence that has developed

among the black population towards their system of education was highlighted. This system was also criticized by sections of capital for failing to provide them with an appropriate black labour force suited to their rapidly changing needs.

The De Lange Commission, set up to investigate the educational provisions in South Africa, recommended a more differentiated system of career orientated education which would answer more adequately the more differentiated labour needs of employers with regard to the black labour force (2 p.22).

Clearly the product of this education system was far from meeting the needs of the economic system in terms of work-related skills.

De Villiers has this to say regarding the responsibility of education towards the underprepared student: "If education is about the preparation for the future, then the acquisition of the knowledge and skills that will permit the student to negotiate smoother transitions would seem a necessary part of the educational system". (3 p.12).

From the above exposition one would conclude that the emergence of career guidance and counselling in schools can be related to a variety of social, political and economic developments of which the growth of the economy is probably the most significant.

Craft (1974) underlines the interaction between political ideology, the economy and education when he suggests that "guidance and counselling arrived" in British schools only when the political ideology and the national economy "needed" it. This also seems to be the case in South Africa. Dovey (1985) asserts in this regard that the political and economic interests of a state play an important role in the kind of guidance services offered in its schools. (1 p1).

Guidance, because of its key role in relation to both the economy and the individual life chances treads an extraordinarily difficult path. The fact is that in South Africa as Watts (1982) maintains career guid-

ance is deeply a political matter : because it is essentially concerned with access to power status and wealth as well as opportunities for self fulfillment. The question is whether the education system and career guidance per se is prepared to address itself to these needs. (13 p.20).

2. THE EFFECTS OF THE CHANGING SOCIO-POLITICAL CONDITIONS ON BLACK YOUTH

The transitional state of our society with its increasing complexity has created new and other more serious difficulties for all its citizens but particularly for the young who are entering a world characterized by uncertainty and an accelerated rate of change unparalleled in any era.

Some of the immediate effects of these changes e.g. more pupil enrollment, larger schools; and increasing range of choices of all kinds (academic occupational and recreational); specialized teaching; greater diversity in the curriculum have been with us for some time. However the changes mentioned above as Craft (1974) suggests, are not the basic reasons why counselling is seen as necessary. It is the needs of the young people in contemporary and in tomorrow's society that are at issue. The most critical question is: Is our education system addressing the problems presented by present-day youth. If we continue with the racially separated inadequate system of education, the problems are still going to be with us for some time. (1 p 18).

This system has been the major contributing factor to the present educational crisis especially through unequal resource allocation (e.g. in 1982/83) R192 was spent on every black pupil as opposed to R1 385 for every white pupil. It is these gross inequalities which have led to the problems that are encountered by youth (2 p23).

In some tragic periods of our history students have been killed for expressing their dissatisfaction with this education system. Some of the student demonstrations of the 1976's and 1980's can give us an idea of what it means to be a student at such times.

The result of these demonstrations have been the establishment of technical schools and technikons for Blacks even in urban areas to equip them for this age of science and technology. This was a clear acknowledgement that Black education had been too one sided, bookish and therefore irrelevant to the contemporary technological era (17 p11).

These educational reforms are geared mainly towards the needs of industry and commerce; and are far from the ideal type of education which is directed towards initiating students into an intrinsic good; into a form of life that is worthwhile for its own sake.

In our contemporary world with its rapidly changing economic social and technological conditions, there are practical reasons to support Dewey's suppositions of a vocational education that develops intelligence, initiative, ingenuity and executive capacity that allows workers to be their own masters; because the rapid obsolescence of training and even occupations themselves, coupled with endemically high youth unemployment suggest a broader and not narrower preparation for work. (18 p. 292).

The students who endure this education system which is characterized by overcrowded classrooms, inadequate facilities and insensitive ill trained teachers come out as passive, acquiescent, dogmatic, intolerant, authoritarian, conservative personalities who as Husen (1974) put it desperately need to resist change in an effort to keep their illusion of certainty intact" (7 p.13a).

The young people are convinced that the school is not a proper place for discussing their personal, but widely shared concerns which therefore interfere with successful performance.

Such acute problems as drug abuse, alcoholism, teenage pregnancy, cannot be viewed individually but collectively as problems of the young in the world, and they bespeak social problems that instead of being included in the school curriculum as important issues are left outside. The youth are left to their own devices and to the often less than calm

and rational discourse of the media to worry about and to plan their future. The result is more often than not disorientation, anxiety and disarray.

Clearly these problems are complex in nature and should be met not just at a few crisis points such as the transition from school to work but throughout the secondary school years. During these years the educational and social advancement as well as personal growth can be hindered or enhanced depending on the way the student learns to cope with these during his secondary school years (the most critical years in youth development).

The 80's rather than being a time in which the long promised benefits of development are finally made available to all, or even when the worst effects of underdevelopment are moderated by humane social policies the 80's are contemporary high points of global suffering.

The possibility of change is indicated in Henning's analysis of the limitations of current mass schooling.

"Whereas social improvements take a long time schools can quickly change so as to serve the growth of adolescents better, if they have a will to do so. Furthermore competent young people developed will themselves help to promote the necessary social changes by their determined involvement in affairs in a way which academic aloofness, or hostile apathy can never hope to achieve. In fact our challenge now and the future will need to be matched by a higher quality of personal education. Already problems are outstanding capacity. We have to release human potential to balance the account. In other words we must strive to create an environment which fosters self empowered living" (6 p5).

It is also of importance to mention that youth unemployment constitutes one of the major problems of the 1980's. Youth's hopes of obtaining gainful employment are always dashed as discriminatory laws made worse by a poor system of education limit their employment opportunities.

But this field of guidance is limited in what it can do, in fact it cannot function effectively, if at all, unless there is co-operation on the part of all who are concerned with the vital task of educating our nation. As Turner points out, "the problems of our schools are the problems of our society, and education cannot be turned into a liberating experience until our society makes room for free people (20 p.65).

Often the counsellors find themselves in a double bind type of situation in that, whatever they do is unsatisfactory to them and is not expected to help solve the problem. The field of counselling leads to a bewildering array of questions concerning the nature of our intentions and our allegiances as counsellors. (15 p.96). Shantz et al maintain the "in pondering the nature of counselling acts, we frequently find ideological agreement as to whom the counsellor is morally bound, but questionable agreement in practice" (15p 97). This is not only frustrating on the part of the counsellor but also it results in their being challenged by their own students who often accuse them of political conformism and of representing the authorities interests rather than the students' or society's well being (15 p.98).

In the present socio political conflicts, the counsellors need to assess the appropriateness of counselling approaches to the youth's problems.

Since youth unemployment is often marked by the equally troubling if less fully understood phenomenon of underemployment. Forstenzer maintains in this regard that young people get by "float" or "cope" and accept short term jobs; part-time employment or positions far less inferior than their qualifications simply to survive in a poor job market (5 p.165).

It thus becomes understandable why the young person who is advised by parents or teachers to continue school attendance will undoubtedly have some questions if the older brother with a degree or diploma remains unemployed or under employed. It is in this context that it has become urgent for counsellors and guidance teachers, teachers and education

planners to challenge the powers that be, not to ignore the effects of our crisis situation, the bitterness and the anger of the youth which will be felt for years to come.

3. THE ROLE OF THE COUNSELLOR/GUIDANCE TEACHER

This haunting and ever recurring problem of the present day education system suggests that the so called rapid change offers little direction that guarantees qualitatively worthwhile human dignity and existence.

Given the problems outlined in the preceding discussion, counselling should be concerned about human liberation in its fullest sense.

Can we really counsel a person out of unemployment? If not, what other alternative methods do we have in the education system that can equip the scholar to cope confidently flexibly, competently with any eventuality?

It is evident that the old theoretical and methodological controversies which for decades occupied the programmes of international conferences are fading away. The old methods of "filling" pegs into "holes" is useless when there are no "holes" and too many "pegs". And what does all client centred empathy, warmth and congruence help when the self exploration of the client result in the "awareness" of "selves" that personal growth and career development are made impossible by lack of work.

It seems therefore that career education is lagging behind, unless it can capture the challenges of our society and prepare our counsellors guidance teachers for a changing role in a changing society. Without this, career guidance will have no relevance to the South African reality. The current needs of present day youth call for life skills teaching education for self reliance. (11 p.?).

It is of importance to understand that unemployment is a reality in South African life and it would seem irresponsible for counsellors and guidance teachers not to address themselves to its implications.

Many youths are already facing or will be facing periods of unemployment and there is an urgent need to this solutions to avoid such problems as drug abuse, delinquency, etc (Watts). Perhaps we need to include teaching about unemployment in the school curriculum, that is how to cope effectively with it. At the same time, we cannot afford to encourage scholars to continue their education and training in the fields where there are no job opportunities.

Guidance teachers and counsellors also need to be sensitive about opportunity structures and have to provide a realistic picture of opportunities and restrictions in careers. This, however, does not absolve them from working towards changing the unjust job restrictions.

All said and done, the problem of underprepared student as is currently known is a complex one which cannot be solved in simplistic terms. And guidance itself is not a panacea for all ills nor a solution to all the problems. If we are to talk about effective career counselling we need to look at the overhauling of the whole education system.

In conclusion I wish to quote from Wolfle's concern which should be the counsellor's concern as he ponders his role in the guidance of black youths:

"The brains of its citizens constitute a nation's greatest asset. From the minds of men will come future scientific discoveries, future works of art and literature, future advances in statesmanship, technology and social organization, in short, all future progress. Since there can be no argument over this proposition, the practical problem becomes one of devising the best means of nurturing the talent which exists in the population ... A nation which has had the ingenuity to send radio mes-

sages around the world, to achieve a higher standard of living than has ever been seen elsewhere in the world can surely overcome the barriers of doubt, of unequal opportunity, of financial handicap, and of inadequate motivation and education which interfere with the fullest development of the industrial, educational, intellectual and moral leadership which our kind of society increasingly requires" (20p. 269).

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THE EFFECTS OF A CHANGING SOUTH AFRICA ON CAREER COUNSELLING IN PRACTICE

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A colleague of mine who is himself black and who has had experience counselling white clients and black clients made an interesting observation recently. He said that what he appreciated about counselling white school leavers is that he felt he was offering a valuable service because his clients would be able to implement the decisions they made as a result of the counselling. When counselling in Soweto, on the other hand, he had experienced the frustration of feeling that he was wasting his time talking to his clients about choosing careers when the barriers to their following those careers so often seemed insurmountable.

I should like to suggest that changing circumstances in South Africa are changing the client populations with which we have to deal as careers counsellors, and that we are therefore required to offer at least three different kinds of career counselling. Firstly, we need to continue to offer counselling for career choice for those clients who have a problem of too many choices. Secondly, we need to offer counselling for empowerment for those whose choices are severely curtailed by their circumstances. Thirdly, in the workplace with those who already have jobs, we need to offer counselling for career development. People at work face a period of anxiety and uncertainty in which career counselling could help them to cope with the inevitability of change.

1. Counselling for career choice

I do not believe I need to say much about the challenges to people living in first world conditions; the literature has dealt extensively with the need to adapt career counselling to technological and cultural changes which are outdating the traditional concept of a career. We need to prepare people for careers which might span

several occupations. We need to teach people career decision-making skills rather than simply help them make a choice, because in five years time there is a less than even chance that they will still be following that same career path. When counselling now we try to identify a vocational environment in which the client is most likely to express and develop his or her vocational identity, rather than just naming a specific occupation (although that too is important, of course), because there are now so many roads to any given occupational destination.

At the NIPR we find that a steadily increasing proportion of our clients are over the age of 25, and the demand for counselling in this group exceeds our resources. We find ourselves, through the requests of those we counsel, considering research in areas such as joint vocational counselling for married couples, and a course for women contemplating re-entering the job market after raising children, to name two recent developments in my division.

New technology also creates new possibilities for counselling. Computerised testing, for example, takes the drudge out of testing and also opens up new possibilities for interactive testing. Plans are progressing to make the NIPR's testing system on PLATO available in offices around the country so that psychologists can send clients in to do their tests on the computer. These tests include most of our conventional aptitude, interest and personality tests, plus some new ones which use the computer's ability to measure response time and other characteristics very accurately, as well as the facility for varying the question in the light of the client's response. We may be on the verge of being able to offer the client a much wider range of information about his or her abilities and personality in a much shorter time than ever before.

Computers also offer the opportunity to keep up to date with the increasing rate of change in career information.

But these are challenges which are well documented elsewhere. More important is how we respond to the questions to which we cannot easily find answers in the literature.

2. Career counselling for empowerment

I would like to suggest five challenges which arise from our experience that traditional approaches to career counselling are largely inappropriate for career counselling with black youths in particular. These are conclusions based on discussions among colleagues rather than formal research and must, of course, be considered preliminary and tentative.

- 2.1 Once I had made the distinction in my own mind between the needs of those who had too many choices and those who had too few choices, I was surprised to discover how difficult it is to get away from the theme of choice in career counselling. Everything we receive from overseas in the way of theories and approaches assumes that the average school leaver has a choice as to the career he or she will enter, and that this choice will usually need to be exercised on graduation from high school. Consequently, although there are other functions of career counselling, we assume that by far the chief function of the career counsellor is to help the school leaver to make a wise career choice, or teach him or her the skills of making wise career choices.

Employment statistics and our own experience suggest, however, that this is not the case for black school leavers. For a start, only one in ten of those who begin school will finish it with a matric, meaning that the others will have to face the world of work with a level of education which equips them for very little. Furthermore, even those with a matric face the likelihood, rather than the possibility, of unemployment. When black matric pupils counselled at the WIPB in 1977 were followed up a year later, for example, it was found that not one of the sample of 113 had matriculated that year : 24,8% were repeating their matric or studying in some other way,

15,5% were on work-related training courses, 23,5% were employed (with only two of these saying they were in careers they chose, as against jobs they accepted for the sake of employment of any kind), and 17,5% were unemployed and doing nothing. Admittedly that was a bad year for education in black schools, and this was not a representative sample, but it does indicate the discouraging prospects faced by black scholars and by career counsellors who want to see their clients succeed. I understand that estimates of unemployment of young black people range up to 80% of those between the ages of 18 and 26.

The first challenge, then, is to shift the focus of career counselling with black school leavers from helping them to make a choice only to helping them overcome the barriers which may prevent them reaching their goals. There seem to be two principles here which need to be kept in tension: On the one hand the counsellor needs to help clients to have the confidence and vision to challenge the practical or emotional barriers to success; on the other hand the counsellor has to help clients to be realistic and to begin with first steps which are possible. Optimism without the realism can lead to terrible disillusion when the goal turns out to be way beyond the person's abilities and/or opportunities; realism without the vision can simply reinforce the mental barriers which keep the client from transforming his or her situation.

One of my colleagues suggested that ideally a counselling service dealing with black youth should be linked to a bursary scheme and a placement service so that the counsellor could actually offer clients avenues in which to develop. On reflection this seems to have too many problems attached to it; but counsellors should certainly have a very practical knowledge of how exactly a client could go about enhancing his or her chances of success. Counselling for empowerment needs to be practical and more proactive than counselling for choice needs to be.

2.2 The second challenge is that traditional assessment methods need to be revised or replaced. Traditionally career counsellors have relied on matric results and psychometric tests to predict the probability of a client succeeding in a particular study course. This is not generally possible with black matriculants. Matric marks from black schools correlate very little or not at all with achievement at university. This is probably a function of the difficulties being experienced in black schools. And test results, while useful when used advisedly, are subject to all the problems associated with cross-cultural testing. A high test score is useful; it indicates potential which might have been missed at school. But a low test score is almost uninterpretable when the client might have been tested in his or her fourth language, when the testing situation might have been entirely strange, and when the factors required to overcome disadvantage and succeed in tertiary studies might be quite different from those measured by the test. Counsellors therefore find themselves unable to trust their instruments and unable to answer their clients' questions. Psychometric tests probably remain the most fair method of assessing potential, but only in the hands of someone who is thoroughly familiar with the issues of bias and fairness in cross cultural testing. I am very worried by the wholesale use of these delicate instruments in schools and industry by those who are not trained to appreciate the factors that need to be taken into account in interpreting test results. One of the changes demanded of counselling in South Africa, then, is that we develop cognitive and other methods of predicting achievement among clients for whom our existing methods are inadequate, and that we educate all test users in the care with which test results must be interpreted in such situations.

2.3 Career counselling for empowerment cannot assume that clients who are helped to find a suitable job have the lifeskills to succeed in that job, or that their employers have the skills or sensitivity to develop the client's career. The upsurge of interest in lifeskills training in guidance is an encouraging sign that the need to prepare people for careers has been recognised. The difference between

the average black high school and the work environment is such that a high proportion of failure must be expected if people are not helped to make that transition. So the third challenge is to help clients develop the skills required to succeed at work. One of these skills will have to be coping with and changing the attitudes of colleagues who resist the advancement of black staff either overtly or covertly.

- 2.4 Careers counselling cannot be practised in isolation. The context in which black school leavers must prepare for work is so abnormal that a careers counsellor is likely to have to help clients work through a number of key issues which would never enter the conversation in another context. In addition to the crisis of adolescence, a formidable developmental hurdle in any culture, black youth may have to cope with a crisis of cultural transition, which must have an effect on the formation of a sense of identity, a major developmental task of that life stage. Then many of them have been exposed to the most frightening and dehumanising experiences of violence. At the same time the formation of role models is interrupted by the loss of credibility of the older generation, with high school pupils being thrust into the role of political pace-setters, and parents and other elders being written off as weak and compromised. These are heavy burdens for young shoulders and must inevitably leave scars which the career counsellor cannot ignore, as they have implications both for the clients' career identity and ability to translate this into effective career behaviour. So the career counsellor in a changing South Africa has to be skilled in therapy and alert to the socio-political context of his or her clients.

- 2.5 This means that careers counsellors need special training and special qualities. NIPR counsellors who spent a few weeks offering vocational counselling in Soweto found it to be a draining and depressing experience, because of the scarcity of opportunity and the immensity of the problems. To survive in that situation, a counsellor would need support. Counsellors also need to develop ap-

propriate therapeutic and problem-solving methods as well as an appreciation of the cultural and political context of their clients. We can no longer afford to allow our intern training, for black or white counsellors, to be offered entirely in the context of relatively privileged communities. So there is a huge challenge to the counselling profession to develop models and skills which is fit for South Africa.

3. Career development counselling

For the sake of brevity I would like to dwell on just one aspect of career counselling at the work place. At a time when black advancement programmes are simultaneously one of the most crucial preoccupations of business, and one of the areas where perhaps most disappointment is being experienced, it may be helpful to consider the individual staff member whose career is being affected, or who believes his or her career may be affected by the changes implicit in black advancement schemes.

When management decisions are made in a way which leaves the employee feeling like a helpless pawn in a large and mysterious organisation, where decisions are made in quarters which are quite inaccessible to him or her, then even positive, caring and career-enhancing moves may in fact serve to increase stress and decrease a person's ability to cope. And I refer here both to black members of staff who are supposed to benefit from such advancement, but who may feel threatened by it instead, and white members of staff who may well feel their own career prospects threatened. So change becomes a threat, and the company becomes the victim of resistance on the part of its staff. Can the counsellor offer any help here?

People's resources to cope with change are enhanced when they have a measure of social support, when they feel they have control over their lives, when they receive positive feedback about their strengths and achievements, and when they are prepared for changes which might be expected in the future. These four factors in coping

with change are each aspects which would be provided in good career counselling. I would like to suggest, therefore, that career counsellors have a very powerful contribution to make to the ability of organisations to withstand the impact of the change we shall surely experience over the next decade or two, by giving employees an opportunity to participate in the planning of their careers.

But when we move into career development counselling of employees, we become, of course, actors in the controversial world of work and sometimes industrial relations. Our ethics require us generally to put the interests of our clients first; but this becomes clouded when the interests of the company, which is paying and is a client in that sense, and the interests of the person we are counselling, who is a client in another sense, do not coincide. In the NIPR we have found it necessary to establish the contract for career development counselling very carefully to ensure that we do not become unwitting tools in unethical treatment of our counselling clients.

One of the changes we can expect, therefore, is that counsellors who work in a business environment are going to need to be informed and careful in the politics of business. It is certain, for example, that psychometric testing will increasingly come under the spotlight of industrial relations disputes, and we cannot afford to be found ignorant when the spotlight falls on us. Neither can we afford to risk acting unethically by failing to realise how our work can be used maliciously if we are not careful.

4. This brings us to my closing point, which is that if counselling is to cope with the demands of the future, we shall need continually to be developing our discipline and our skills in new and courageous ways. This is going to be a controversial and sometimes difficult path. To what extent, for example, does counselling for empowerment imply counsellors becoming active in the socio-political sphere in support to their clients? Professor Manganye has recently called on psychologists to become "self-consciously partisan" on the side of those who have suffered from discrimi-

nation in South Africa. This is a challenge many of us would like to sweep under the carpet, but as a profession we are not going to be allowed to escape the need to take decisions on our role in society - even if it is just the decision by default to do nothing and face the prospect of being swept aside by those we have been unable to serve.

In a sense that it stands for the power and freedom of ordinary people, the ideology on which counselling is based may find itself at odds with other powerful ideologies. There are likely to be pressures on us to conform and use our counselling skills to manipulate people to fit in with whatever political programme happens to be dominant. As careers counsellors we believe in the right of people to develop their own wisdom and to make their own choices. I believe this orientation is a crucial contribution to South Africa at this point in our history. We are about the business of empowering people to manage their own lives, and in the end it is only the ability of ordinary people to make their own decisions and develop the skills and courage to act in terms of those decisions, which guarantees freedom for society.

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Panel discussion

**Present day career guidance at school:
Are we preparing our youth for the 21st century?**

- Mr R. Francis (Department of Education and
Culture: House of Representatives)
- Dr N.E. Roux (Department of Education and
Training)
- Mr P.B. Singh (Department of Education and
Culture: House of Delegates)
- Mr H.J. Steyn (Department of Education and
Culture: House of Assembly)

ARE WE PREPARING OUR YOUTH FOR THE 21ST CENTURY

- Mr R. Francis

Department of Education and Culture: House of Representatives

1. INTRODUCTION

The opportunity to participate in a Seminar of this nature is indeed very welcome especially since we are addressing the very complex nature of Career Counselling in a constantly changing environment. We are, however, not unique in that this is by far not the first seminar of this nature. Many other seminars and conferences have been held country-wide in order to discuss the same or similar topics, and one often wonders what positive steps have been taken after problem areas in this field have been identified. Considered only from the financial side, a Seminar of this nature is indeed a very costly exercise. It is sincerely hoped that a national body such as the HSRC, who is hosting this Seminar, will take very positive action in ensuring the implementation of the recommendations which will be made as a result of the discussions and deliberations made here today.

For the purpose of this panel discussion I wish to adopt a very realistic approach to the topic under discussion. I do not desire to burden a gathering of this nature with a long and undoubted meaningless academic discourse. I am sure that you have heard and read it all, and indeed in many cases have also been the authors of it.

I aim to sketch very briefly the theoretical planning and practical implementation of the School Guidance programme in schools under the jurisdiction of the Department of Education and Culture: House of representatives. I then wish to devote some time in discussing the problems experienced by teachers and school psychologists in the practical implementation of this programme, and finally to suggest some recommendations for later discussion and deliberation.

2. THEORETICAL PLANNING OF THE GUIDANCE PROGRAMME

2.1 The purpose of Guidance

Stated very briefly, the purpose of Guidance is to help the pupil systematically, within the compass of his total educational experience, by means of group and individual counselling, to discover his special fields of ability and develop them. This knowledge should enable him to find an aim in life, to know himself and thus to make his own contribution to society.

2.2 The Organisational Aspects of Guidance

Guidance is compulsory for all standards from standard 5 to standard 10. Career Guidance as such forms an integral part of Guidance and makes up one of the four components of Guidance, the other three being Educational Guidance, Personality, Social and General Guidance and Family Guidance.

2.3 Allocation of time

One period per week is devoted to group guidance in each class. In addition, a number of periods, equivalent to one quarter of the number of periods set aside for group guidance, is devoted to individual guidance for personal interviews with pupils and their parents by the teacher.

2.4 Number of Guidance Teachers

One or two teachers are responsible for guidance in schools with an enrolment of less than 500 pupils and two to four teachers with an enrolment exceeding 500 pupils. In addition provision is made for a specialist guidance teacher-counsellor. The requirements for such a post are a Bachelors degree with Psychology as a major and a professional teaching qualification.

2.5 Classroom for Guidance

Provision is made for specially designed classrooms for Guidance. Attached to the classroom is an office for counselling pupils and to store vocational information.

2.6 Personal Filing system

A personal file is kept for each pupil. The file is a confidential document and is only used in the interest of the pupil. The purpose of the personal file which is kept for each pupil is to determine what the pupils interests and preferences are, which activities he takes part in at school and out of school, his leadership, scholastic achievements, failings and shortcomings, his potentialities and abilities and his home circumstances. A written record of interviews with the pupils is also kept in this file.

2.7 Psychometric Testing

Various psychometric tests are applied at school by school psychologists and questionnaires are completed by pupils. The aim here is primarily to gain as much information as possible with reference to the potentialities, abilities, interests and personalities of the various pupils in order to be able to give meaningful, practical and realistic advice regarding the choice of subjects and careers.

2.8 Vocational Information

It is expected that the guidance teacher should continually keep abreast of local and other developments with regard to careers. All the information about a particular vocation is filed in a separate ringbinder and displayed on shelves in the Vocational Information Library so that it is easily accessible to pupils. Group discussions, individual interviews and the library of vocations all help to familiarize the pupils with the various vocations. The vocational information is collected by the guidance teacher and it should be mentioned that the publication "My

career/My loopbaan" by the Department of Manpower is a very valuable source of information in this respect. In addition the Urban Foundation in conjunction with our Department and other Education Departments, has reached the final stages in the compilation of video cassettes on at least 80 careers and/or professions. A very high standard has been set and all the relevant aspects of a career/profession is covered. The Department does also from time to time, supply articles on vocations and vocational opportunities.

Constant co-operation between the guidance teacher and other persons such as, the principal, other staff members, parents, employers, professionals, artisans and educationists is of the utmost importance for the effective functioning of career information dissemination. It is the duty of the guidance teacher to arrange such mutual co-operation.

2.9 Conclusion

From the brief description given of Guidance as presented by our Department it is evident that career guidance forms an integral part of the Guidance package. Since occupational choice is a developmental process, the foundations for meaningful occupational explanations are laid as early as possible, culminating in the senior standards of the High School where the imparting of occupational information is less general, but more specific and geared to the individual's interests and aptitudes.

At this stage it is important to focus our attention on the question raised for this panel discussion - are we indeed preparing our youth for the 21st century? In this regard I think the report of the National Manpower Commission on the current problems in career counselling is of vital importance, as it is representative of the entire spectrum of career counselling in the South African context.

In order to address the question more specifically, the problems experienced by the guidance teachers and school psychologists in the practical implementation of career guidance in our schools will finally be discussed.

3. THE PRACTICAL IMPLEMENTATION OF THE PROGRAMME AND PROBLEMS EXPERIENCED

3.1 Introduction

The standard of Guidance in general and Career Guidance and Counselling in particular varies from exceptional to poor. This wide spectrum is directly attributable to a number of factors, of which the most important are the following:

3.2 Contributory Factors

3.2.1 Status of the guidance teacher

The guidance teacher is appointed at post level one with no prospects of promotion to a higher post level. The same principle applies to the Specialist teacher-counsellor who is expected to have a Bachelors degree with Psychology as a major subject in addition to the necessary teacher qualification. The inevitable result is that these teachers are eventually promoted in the academic field and their services are lost to Guidance. The lack of promotion possibilities has a rippling effect on the service as a whole resulting in a lack of continuity, continual change of guidance teachers and a splintering of the subject.

To combat this negative effect, representation has been made for the upgrading of this post to at least that of head of department (post level 2) in cases where teachers perform meritoriously.

3.2.2 Time allocation

Due to the ever growing need for more effective career counselling, a more favourable time allocation than one period per class per week should seriously be considered.

3.2.3 Benefits derived from vocational information

In the report of the National Manpower Commission on the current problems in career counselling various reasons are given why the users of vocational information do not derive the maximum benefit from vocational information sources. The users of vocational information are not always aware of all the sources and resources available for effective career counselling.

3.2.4 Vocational Guidance for the early school-leaver

Sufficient provision for effective vocational career guidance to the early school-leaver is lacking to enable realistic career choices.

3.2.5 Involvement with the private sector

High academic performance receives strong emphasis. Involvement and co-operation with the private sector is therefore limited because sufficient time is not made available.

3.2.6 Lack of sufficient vocational guidance centres

The present heavy work-load of the school psychologist makes it extremely difficult to visit every High School regularly in order to provide the necessary service for more efficient career counselling. There are very few outside agencies other than the Department of Manpower which provide a free vocational guidance service.

4. CONCLUSION AND RECOMMENDATIONS

In theory it would appear as if adequate career counselling for the youth of the 21st century is being provided. An honest and close scrutiny of the practical implementation of career counselling and current problems being experienced in this field brings one to the realization that there is indeed cause for concern.

The rapid advance in the technological field of a changing South Africa requires radical and immediate innovations to meet the demands of the future.

It is therefore recommended that the problems identified here today be summarized and representation be made to the highest authority with appropriate recommendations for innovation, change and improvement to adequately meet the demands of the future in the field of effective career guidance and counselling.

ARE WE PREPARING OUR YOUTH FOR THE TWENTY-FIRST CENTURY?

Dr. N.E. Roux

Department of Education and Training

1. INTRODUCTION

All education must be aimed at assisting and guiding the maturing individual towards adulthood which implies that the educator must prepare each individual child for his own particular future (De Wet 1983:83). As a part of the total educational programme of the school, Career Guidance should have the same objective. Preparing a child for his future naturally depends on various variables which are often difficult to identify and isolate. It is, however evident that a Career Guidance programme should make a significant contribution towards this goal.

2. THE TWENTY-FIRST CENTURY

Garbers (1978:117) remarks that research in the field of futurism is often prone to speculation, with the result that perspectives in this regard are sometimes not taken as seriously as they should be. Due to rapid changes in our present society predictions about the twenty-first century are very difficult to make. We know that our present society already is profoundly different from that which it was only 20 years ago. Perhaps the only thing one can predict with safety about the future is that society will change even more within the next 20 years (Meiring 1985:4).

According to Toffler (1973:11) Western society for the past 300 years has been caught up in what he calls a "firestorm of change" which appears to be intensifying. In 1974 Platt (quoted by De Wet 1983:83) remarked that the rapid rate of change then could be compared to ten Industrial Revolutions within a single generation. If individuals are not prepared for change the following words of Toffler (1971:11) may indeed be true:

"In the three short decades between now and the twenty-first century, millions of ordinary, psychologically normal people will face an abrupt collision with the future. Citizens of the world's richest and most technologically advanced nations, many of them, will find it increasingly painful to keep up with the incessant demand for change that characterizes our time. For them, the future will have arrived too soon."

However difficult, it is imperative for educational planners in especially a field such as Career Guidance to obtain some picture of the future and particularly the future world of work, as it is clear that developments in the socio-political-economic field, as well as in the fields of natural sciences, electronics and technology will influence the education/maturation of children.

Futurists have different views as regards the future world of work. It seems, however, that inter alia the following tendencies may emerge (Toffler 1973:20-44; De Wet 1983:83; Venter en Olivier 1983:49-64; Rassekh 1985:52-54; Watt 1986:10-11, Brock 1987:25-26):

- * The inability of many workers to cope with the rapid expansion of the body of knowledge owing to developments in inter alia the fields of science, technology and electronics.
- * Acute shortages in skilled and high level manpower, as well as a lack of adequately trained high level administrators/managers and individuals with entrepreneurial skills who will be able to cope with, amongst other things, new technology and a variety of information.
- * An acute need for new job opportunities as a result of an increase in the population of the RSA. During the next twenty years job opportunities for 7 086 000 more workseekers will have to be created at a rate of 1 000 per day, compared to the 2 547 000 workseekers who entered the labour force during the previous two decades.

- * Greater automation in the workplace owing to technological development which may lead to a further increase in unemployment.
- * Enormous developments in the fields of science, technology and electronics leading to the obsolescence of many of the known occupations of today, with the result that a student preparing himself for a particular career may later find that it has become redundant. The same developments will probably also lead to the accentuation of career activities requiring more specialised skills, with the result that new kinds of careers will originate.
- * The tendency in many workplaces for machines/robots to be responsible for physical work and routine tasks, whilst the individual is responsible for the flow of information, for insight and intellectual and creative tasks. A growing emphasis on the development of cognitive and reasoning skills among workers will thus be evident.

It seems as if the student of today will have to be equipped to deal with, amongst other things, the following:

- * Rapid and continuous development and change in the world of work
- * An incessant demand for specialised knowledge, leadership skills and entrepreneurial skills
- * Intensive competition for situations and possible unemployment

3. SOME IMPLICATIONS FOR CAREER GUIDANCE

In order for students to acquire realistic self-knowledge, as well as educational and career knowledge, enabling them to make responsible educational and career choices (and therefore be prepared for and able to come to terms with the future), a Career Guidance programme for students should place emphasis on, inter alia, the following

(Shane and Shane 1974:181-188; HSRC 1981; Shertzer 1981:418; Venter and Olivier 1983:49-79, Hopson and Scally 1983 & 1984; Meiring 1985:5; UNESCO 1985: 57-58):

- * Learning content which is conducive to the optimal development of the self and the self-concept, and is congruent with the requirements of future.
- * Learning experiences which help students to understand the nature of change and to sense that greater prescience and wisdom are needed in the decision-making process.
- * Learning experiences which will lead to the development of a sensitivity for the consequences of choices and the cultivation of insights, norms and values that support wise choices (amongst alternatives which can carry students toward socially desirable goals in the future).
- * The acquisition and development of problem-solving skills and abilities such as an awareness of alternative solutions to problems which is a requisite in a world where compromise and persuasion must replace force.
- * The development of characteristics such as responsibility, thoroughness, ambition, loyalty, purposefulness, honesty, independence, creativity, motivation and task commitment, in order for students to become productive, self-actualising individuals.
- * The importance of continued in-service training and retraining of students owing to career trends, the creation of new careers, the obsolescence of careers and the necessity for specialisation. In a world dominated by mass media and rapid advance of knowledge, youngsters cannot be educated once and for all at school, but they should be prepared for lifelong education.

- * The identification and development of leadership potential among students, the necessity for the development of entrepreneurial skills, as well as the accentuation of the importance of higher productivity amongst workers and the desirability of everyone striving to actualise his potential.
- * The acquisition of lifeskills in order to increase the student's ability to cope with and to progress and survive in life.
- * The Career Guidance needs of girls in order for them to realise their abilities and possibilities optimally.

4. THE PERCEPTION OF THE DIVISION: EDUCATIONAL AUXILIARY SERVICES WITH REGARD TO THE CAREER GUIDANCE PROGRAMME

The Division: Educational Auxiliary Services of the Department of Education and Training perceives Career Guidance as a part of the total School Guidance programme. School Guidance is not regarded as a "subject" confined to a specific time-slot on the school time-table, with specific learning content which must be "taught" to students, but as a supportive service primarily rendering assistance to students on their way to maturity in order to ensure that their development is optimised. The School Guidance programme consists of two main sections: General School Guidance and Career Guidance. As such, the programme for Career Guidance should be regarded as part of a broader programme from which it cannot be separated. Thus Career Guidance is offered as a part of the programme for Informal School Guidance (Sub A to Standard 4) as well as a part of the programme for Formal School Guidance (Standards 5 to 10).

The Division accepts the definition and objectives of Career Guidance as recommended by the Report of the Work Committee Guidance of the HSRC Investigation into Education (1981):

Career guidance is a comprehensive, vocational, educational programme which will help pupils to choose a career and which will provide them with skills, attitudes and knowledge useful for survival and progress in their first jobs and in their subsequent career.

- * Each pupil has to be guided to explore, understand, accept and realise his physical, mental, social and physical potential in choosing his education and career.
- * Pupils have to be helped by means of individual and group orientation to explore, understand, accept and realise their potential in their choice of education and career.
- * To make educational and career information available to the pupils, and to interpret it and guide them to explore educational and career possibilities, and to bring these into context with their own potential, with a view to an educational and career choice.
- * Identification of pupils with educational and career choice problems and the rectification of these problems.

5. STRATEGIES PRESENTLY IMPLEMENTED BY THE DIVISION: EDUCATIONAL AUXILIARY SERVICES AS REGARDS THE CAREER GUIDANCE PROGRAMME

In order to meet future requirements the Division: Educational Auxiliary Services of the Department of Education and Training has implemented the following strategies:

- * The creation of an infra-structure at macro-, meso- and microlevel for the organisation and management of a comprehensive School Guidance service (including Career Guidance).
- * Pre-service training of School Guidance teachers for both the primary and the secondary school. The total training programme was revised during 1986 - 1987, providing an orientation for all primary school teachers as regards School Guidance, as well as the opportunity for secondary school teachers to specialise in School Guidance at both pre-diploma and post-diploma levels.

- * In-service training of School Guidance personnel for both the primary and the secondary school on a continuous basis.
- * The implementation of programmes on a continuous basis to orientate School Guidance personnel and other school personnel as regards the importance of School Guidance.
- * Revision of all School Guidance syllabi on a continuous basis to ensure that both the educational needs of students as well as the requirements of the future are met.
- * The implementation of special teacher training programmes to improve School Guidance didactics.
- * The development and implementation of the FIDA model for specialised assistance to students with orthopedagogic, orthodidactic, sociopedagogic and Career Guidance problems.
- * Continuous liaison with representatives of the public and private sectors as regards matters concerning Career Guidance.
- * Strategies for the dissemination of career information.

6. CONCLUSION

To find an answer to the question posed in the topic of this paper is difficult. However, the Division: Educational Auxiliary Services feels that present strategies for the implementation of the Career Guidance programme may very well succeed in preparing students for the future, if the following could be achieved:

- * A further development and refinement of the system of differentiated education. Education should not only provide students with specialised knowledge and skills, but should also make a contribution towards their total development. In order to achieve this, a more refined system of differentiated education should be provided, enabling students to make

educational and career choices in accordance with their abilities and possibilities as well as with a view to the country's needs for manpower. In providing such a system of differentiated education the obvious pitfalls, such as one-sided development, too early specialisation, too early "channeling" of students in particular directions, etc., should be avoided.

- * A further development and refinement of Careers Education as implementend by the Department in order to provide students with adequate pre-vocational skills.
- * The development of strategies to optimise the liaison between School Guidance personnel and employers in the private and public sectors.
- * A further development and refinement of the system of guardianship and PIDA as presently implemented, by means of which SPECIALISED assistance can be provided to ALL students experiencing problems. In order to achieve this, manpower need as to more School Guidance personnel with specialised skills will have to be met.
- * The formalisation of the present programme for Informal School Guidance in primary schools, so that Formal School Guidance forms part of the official curriculum of every primary and secondary school.
- * The extension of the period allocation for School Guidance to at least 2 periods per week: one period per week for the General School Guidance programme and one period per week for the Career Guidance programme, in compliance with the recommendations of the HSRC Investigation into Education (1981).
- * The continual revision of existing School Guidance syllabi (both for schools and teacher training institutions) to ensure that they include learning content which will help maturing individuals to -

- acquire adequate, realistic self-knowledge,
 - acquire adequate educational and career knowledge,
 - understand themselves,
 - cope with their society,
 - understand the nature of change,
 - understand and investigate their future, and
 - transfer classroom learning to future responsibilities.
- * A further development and refinement of the infra-structure for the implementation, management and presentation of School Guidance programmes to include registered psychologists, medical staff, guidance centres, career information centres, etc.
 - * In liaison with institutions in the public and in the private sectors, the extension of the Career Guidance service at school level to provide an occupational placement service to students.
 - * The accentuation of the importance of early identification of students with study problems and decision-making problems, and the continuation of the shift from remedial to developmental and preventive activities in Career Guidance.
 - * The training of larger numbers of School guidance teachers to attain specialised knowledge and skills. School Guidance teachers will have to become specialists in order to render assistance to students on their way to maturity.
 - * Serious and continued attention to the development of strategies for reinforcing the educational partnership between parents and teachers.
 - * The development of more sophisticated strategies for the accumulation and dissemination of information (especially career information).
 - * The development of strategies to bring students directly into contact with the world of work in order for them to broaden their perspective in this regard.

- * The identification and development of creative abilities and leadership potential among students in order to meet future high level manpower needs.

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ARE WE PREPARING OUR YOUTH FOR THE 21ST CENTURY

- Mr P.B. Singh

Department of Education and Culture: House of Delegates

Introduction

The whole world is changing so fast that nobody can keep up with it. This seems to be the plaintive cry of our youth. These rapid changes are a consequence of the introduction of new technology, the advent of new discoveries and the changing needs of society and its people. These changes undoubtedly have a ripple effect on the job world - for example, machines create new jobs and at the same time with this dichotomy. In their lifetime the world is going to change even faster than it is changing now. One of the most important skills to acquire for a job will be knowledge and an ability and willingness to learn and to change with the times.

Against this backdrop I would like to expand the philosophy underlying our career education programme. The thinking behind our programme is not to prepare only for a certain period in the future for example, the next 5 or 10 years but to prepare and equip our youth with skills for life. In this regard our youth are taught to think the following because of such dynamic changes:

- . There will be fewer jobs for unskilled workers and workers with only a little skill.
- . There will be more jobs for skilled workers, especially workers with specialized training.
- . There will be a bigger need for learning more about the work you do as you go along in life and a bigger need for different kinds of training.

- . There will be more choices to consider and more decisions to make.
- . There will be a need to learn more about yourself.

This being a picture of the future, using Edwin Herr's Model, our youth are urged to actively prepare for that future by asking themselves some of the following questions:

- . What careers seem to be growing and what opportunities do they offer?
- . What education or training is needed for these careers?
- . How much competition from other workers can you expect?
- . How will it feel to work in the careers that interest you?

The general features of our career education programme include some of the following considerations:

- . Our counsellors and teachers of guidance are using various strategies to motivate our youth to focus on career clusters and directions rather than to zero in on a particular career. In this broad based programme we adopt the familial approach to career choice.
- . We not only prepare the youth for what is readily available, but they are actively led towards realistic self-awareness through a series of self-exploratory inventories where they gain insight into their strengths and to market them to suit the needs of the times.
- . Furthermore, we do not only prepare the youth to choose a job to last him/her a life-time. But they are made aware of the need to change jobs mid-stream to meet the challenges of a changing world. In our programme, especially at the secondary school level we create an awareness in pupils that the employment scene is changing - certain popular jobs will cease to exist in the future due to technological advancement.

- . However, in our programme, preparing for periods of unemployment is also an important component for future planning.

I will now briefly discuss some of the specific components of our career education programme both at the junior secondary and senior secondary phases.

Junior Secondary Phase

- . In this phase career awareness is created by working from the known to the unknown. The pupil is made aware of familiar careers in the world of work of his parents, friends, relatives and neighbours. From here he moves on to career analysis/profiles where he explores a diversity of careers not only those that appeal to him or interest him.
- . The premise from which we work is that the more the youth knows about the different types of careers there are the better the odds are that he will find a cluster that suits him.
- . To facilitate this our youth are exposed to a school based programme comprising of career talks, career conventions, career exhibitions and the like and a field based programme where the focus is on visits to places of employment and future link programmes.
- . Our subject selection programme at the std 7 level is the crux of our career education programme where the vital ingredient is to prepare the youth to step out into the future. They are exposed to a structured self-awareness programme where they are led to gain insight into their areas of interests, abilities and personalities. This programme would better equip them to market their skills in the highly competitive job market. In conjunction they are exposed to job seeking, job gaining and job keeping skills to help them to cope with the changing job world.

Senior Secondary Phase

In this phase our school counsellors and guidance teachers focus on the following aspects:

- . The point that excellence is the key word is emphasized to our senior students. Everything, including recruitment is done on merit. They are motivated to strive towards maximizing human potential and not to work to meet minimum requirements. Our parent education programmes echo the same theme.
- . Through the passage of time supply will exceed demand and consequently competition becomes much greater. In this regard, pupils are urged to work towards preparing for a cluster of careers and to develop their skills in more than one specific direction. In this regard they would be better equipped to offer more than one skill to the demanding job market. Thus we are to some extent translating the whole concept of differential and diversified education into reality.
- . We are making our youth aware of the whole concept of selective employment. We emphasize the following principle that operates: The employer at any point in time is always wanting to get the most out of the best for the least amount of salary. The employee on the other hand wants to get the best salary for the least amount of work he can do. This dilemma leads to a conflict situation since it is always going to be there. In this regard we are trying to develop in our youth the following:
 - * survival skills in the world of work.
 - * the development of home and cottage industry.
 - * knowledge about individual talents and the importance of extending these talents to cope with the near future since the employer will always seek for one's talents.
 - * we are helping our youth also to choose a career wisely and not necessarily to make wise choices.

Conclusion

In conclusion I would like to say that each Department of Education, which is differentiated on the basis of race are working in total isolation to prepare all the youth of our land for a common future in South Africa. For any country to prepare young people adequately to face the challenges of the future job world, especially in South Africa - there has to be a national criteria from which we as educationists can work to meet the challenges facing us. I am doubtful whether a compartmentalized education system such as ours will be fully successful in satisfying the themes of today's seminar.

ARE WE PREPARING OUR YOUTH FOR THE 21st CENTURY

- Mr H.J. Steyn

Department of Education and Culture: House of Assembly

Introduction

In order to execute the Educational Act in such a manner that appropriate education and guidance be provided to pupils, all White Education Departments have both General and Specialized Guidance Services at their disposal.

The General Guidance Service includes the provision of guidance programmes in schools while Specialized Guidance is taken care of by the Educational Aid Centres/Psychological and Guidance Services.

An important component of the school guidance programme presently receiving high priority is Vocational Guidance.

2. VOCATIONAL GUIDANCE AS EDUCATIONAL EVENT

The education department's view vocational guidance as an educational matter. The reason for this being that it is generally accepted that no man is born with an inherent ability to determine his vocation. Instead he must be educated towards a responsible vocational choice.

This facet of education concerned with the child's vocational future is known to the teacher as vocational guidance.

Vocational guidance can therefore be seen as vocational education.

Viewed ethically, it is not a mechanical process consisting of the application of specialized techniques, for example tests. Neither is it a momentary or incidental event, but rather a continuous educational event that begins in the pre-primary stage, extends throughout schooling, finally culminating at the end of the child's school career.

By attempting to find an instant solution by referring the child just anywhere to be tested in order to determine his vocational future i.e. choice of secondary schooling, subjects, levels of subjects, post-school training, by merely applying a few tests is viewed, from an educationist's point of view, as irresponsible.

To educate the child towards a vocational readiness means educating the child towards making his own responsible and accountable choice of vocation. This implies that every child is guided towards meaningful and optimal self realization with regard to his field of work in general and his vocational choice in particular. The final goal being to educate the child towards vocational maturity in order that he might play a meaningful role in his vocational field and execute his vocation to the benefit of himself, the community and to the honour of God.

This enormous task is the responsibility of a team, which must include the child, the parents, the school and the departmental vocational guidance officer.

3. THE PARENT AS PRIMARY VOCATIONAL EDUCATOR

Considering the fact that parents have first rights over the child and that they bear the primary responsibility for their children's education, they are also primarily responsible for vocational education (vocational guidance) of their children - the children of the twenty first century.

In his daily interaction, the parent should purposefully involve himself with the vocational future of the child by meaningfully influencing the child, by setting and maintaining a good example, by orientating him and by guiding him. The manner in which and the attitude adopted by the parents in the execution of their daily tasks has both a conscious and subconscious influence over the way in which the child will eventually approach and execute his job. In addition to the maintaining of a good example we must consider the purposeful cultivating of values, norms and

attitudes. It is of utmost importance that the parent support the child towards the highest possible level of realization, so that he may enjoy the most prosperous level of vocational realization. In order to allow the child to thrive vocationally and as a fulfilled person he must provide a safe and secure environment, i.e. a home without tension, good physical care and attention and allow him maximal exploration opportunities.

Presently the provision of information concerning the large variety of vocational and training opportunities that exist, bearing in mind the child's aptitude, interest and ability is of utmost importance when providing meaningful vocational guidance to the child.

Although many parents may intuitively be in touch with their children as regards vocational education and guidance, it cannot be expected of them to act with appropriate pedagogical insight in all situations that may present themselves. Parents do make mistakes.

Furthermore with the recent differentiation of the vocational and educational worlds of the child, the adult cannot remain constantly well-informed about and keep in touch with the most recent developments.

In summary then, we see that today's family can no longer solely undertake the responsibility of vocational guidance and are therefore obliged, in the child's best interests, to receive help from other quarters, the most suitable being the school.

4. VOCATIONAL GUIDANCE IN THE SCHOOL

4.1 Vocational Guidance in the Primary School

Besides the home, the primary school is pre-eminently the place where the child becomes orientated with and guided towards his future vocation. Thus the school endeavours to exploit fully all the possible vocational openings of every child.

The primary school does not involve itself directly with formal vocational guidance. The young child is not ready for this. It is not concerned with which vocation is selected but rather with how a vocation should be practiced.

The setting and maintaining of good examples and the cultivating of job standards with a view to future vocational practice is of utmost importance.

Vocational education in the primary school is therefore integrated into the whole school programme and is predominantly of an informal nature. This takes place in the form of positively influencing the child and builds on what has already been achieved at home or fills in where parents for any number of reasons may have been unable to provide the relevant information.

Although vocational guidance in the primary school is generally informal by nature, provision for formal vocational guidance is made in the General Guidance Programme for Transvaal schools.

This formal vocational programme encourages the responsible and accountable decision making by standard five pupils and their parents at the end of the primary school career as regards:

- * the choice of secondary school/study direction and
- * the choice of single subjects should he choose the ordinary school

The above choices are determiners of the child's future, in other words, they are bound inextricably to the plan of the vocational future because certain fields are delimited, for eg. a pupils choice of subjects on standard grade may open doors to vocations that remain closed to pupils doing the same subject on lower grade.

Any guidance received by the child in this regard qualifies as vocational guidance.

This programme of vocational guidance is presently aimed at preparing the child for responsible and accountable decision making, a study of various vocations, a study of the self and a learning of the appropriate attitudes and approaches to be adopted in a vocation.

This programme is directed by the head of the school, organized by the head of department guidance and together with the staff it is implemented to the benefit of the child.

A proposed syllabus is followed in the periods allotted on the timetable for this purpose.

In conclusion, to ensure a meaningful choice of future education for every standard five pupil, the educational adviser: career matters from the educational aid centre supports the primary school by providing professional help and advice.

4.2 Vocational Guidance in the Secondary School

4.2.1 Formal Vocational Guidance

Vocational guidance, like any other school subject, is formally implemented in the secondary school from standard six to matric.

The primary aim of vocational guidance is to guide every pupil to optimal self realization, both individually and in the group situation with regard to work in general, but more specifically with a view to a choice of vocation. This means that every pupil is guided towards adequate self knowledge and a vocational knowledge so that he may eventually make an independent and responsible choice regarding his own education and eventual vocation.

Under the guidance of the headmaster, the head of department guidance organizes the programme, while the guidance teacher is held responsible

for the effective implementation thereof. The guidance teacher's duties, amongst others, include the following:

- * give guidance to all pupils in order to prepare them for effective educational and vocational decision making
- * give content to the vocational guidance syllabus for pupils in standard six to matric with a view to their attaining optimal vocational maturity
- * gather literature and handouts covering all aspects of vocational guidance, arrange these appropriately and keep them up to date and ensure that they are easily accessible to all pupils
- * conduct interviews with pupils, parents and any other interested parties.

Vocational guidance founded on a well planned syllabus is presented to the pupils in a group situation. The school timetable allows for one period of guidance per class per week, with at least ten periods per week being allocated to individual guidance. The contents of the syllabus deal mainly with the acquisition of self knowledge, the attaining and strengthening of norms and values and the practice of responsible decision making to ensure that pupils are able to make independent and responsible vocational choices.

Every secondary school attempts to provide adequate and appropriate physical facilities, furnishings and aids to further effective vocational guidance. These include the provision of suitable locations for group and individual work. The allocation for group guidance being a well equipped vocational information library.

Vocational guidance in the secondary school is no different from vocational education. Through the rendering of assistance and support the child is able to reach self realization concerning all aspects of

vocational choice which eventually pave the way to a final choice of vocation. This support implies assistance regarding final study direction and choice of subjects at the end of standard seven, choice of vocation at the end of standard nine, choice of post school study direction, final choice of vocation and self realization in his vocational life.

Furthermore, to ensure that the pupils make meaningful educational and vocational choices, professional advice and help are afforded the schools by the educational adviser: career matters from the educational aid centre and the situation controlled by the superintendents of education.

4.2.2 Informal Vocational Guidance

In addition to the more formal vocational guidance received by the child, it is important not to overlook the informal guidance and its far-reaching vocational implications that the child receives daily in every teacher's class.

Here we must consider the manner in which the class or subject teacher sets norms and values and how the maintenance thereof affects the pupil.

The example set is of utmost importance. The image the teacher projects as a vocationally mature adult greatly influences the pupils vocational education. The manner in which and the attitude adopted by the teacher in the execution of his daily tasks and his interaction with people in his professional capacity are the cornerstones on which his pupils build their future vocational lives.

The teacher continuously makes demands on the child in the classroom situation to actualize his potential so that he may become that which he ought to. The class teacher in his daily teaching practice encourages the pupil to change in the sense that he may become more independent, more trustworthy, show more consideration and accept more responsibility. The essence of his teaching is based on positively changing the pupil because he is capable of change.

The class teacher provides the pupil with school work daily as practice for his future vocation. He attempts to inspire the child to listen, to accept the task and to complete it to the best of his ability rather than to solely demand its execution. The pupil learns to comply with instructions without throwing in the towel. It is expected that homework be completed regularly and conscientiously.

In this manner habits and attitudes which are important in the work place become firmly entrenched, eg. the dutiful completion of tasks, a positive attitude to hard work, persistence and perseverance, neatness, thoroughness, precision etc.

Most class or subjects teachers can also be seen as successful vocational guidance teachers when they awaken and encourage a response to a pupil's calling to a vocation. Only through work is a person able to serve his community, society as a whole and his Creator. This calling to a vocation is considered by the teacher to be of primary importance in the vocational education of the child.

5. VOCATIONAL GUIDANCE BY THE EDUCATIONAL AID CENTRES/CHILD GUIDANCE CLINICS

All education departments provide free and specialized educational, personal and vocational guidance through educational aid centres/ child guidance clinics to pupils, parents and school staff. In the Transvaal it is the task of the educational adviser: career matters to support and assist pupils, their parents and teachers in the exercising of responsible and accountable educational and vocational decision making.

The educational adviser: career matters for the educational aid centre gives specialized guidance to the child covering all those aspects of vocational choice that neither the parents nor the school can manage effectively.

The predominant role of the educational adviser: career matters in the primary school is to co-operate closely with the school and the parents

and to provide support to the standard five pupil in his choice of school, study direction and single subject choice where applicable. In other words every pupil is involved in an intensive and all encompassing diagnostic programme during which pupils are subject to various tests.

In the secondary school, the educational adviser: career matters only handles those pupils who experience problems regarding study direction, choice of subjects, level of subjects and vocational choice when the school is unable to intervene effectively. By adopting this approach, it is assured that all pupils whose vocational future may be jeopardised for any reason receive the necessary specialised attention that they are entitled to.

In addition to the help afforded pupils, the educational adviser: career matters also supports the school as regards organising and implementing the component of vocational guidance in the guidance programme. Matters that receive particular attention in secondary schools include the contents of the prescribed Handbook of Vocational Guidance, the integration of vocational guidance within the tutor system as a whole, the provision of well equipped locations for both group and individual vocational guidance, good library facilities etc. The educational adviser: career matters also serves to liaise between the school and various training and vocational centres.

6. THE EFFECTIVENESS OF VOCATIONAL GUIDANCE

The question that now needs to be answered is whether our teaching, through the medium of vocational guidance, will succeed in educating the child for the twenty first century by allowing him to make a responsible and accountable choice of vocation so that he becomes a well adjusted, happy and upright worker, able to serve society and his Creator.

I think this is possible.

Effective vocational guidance by the school is determined by various factors. The following can be mentioned amongst others:

- * The place and meaning allotted to vocational guidance by the school.
- * The availability and correct placement of appropriately trained staff to effectively administer vocational guidance in the school system.
- * Viable content in the vocational guidance curricula in schools.
- * Meaningful parent involvement in vocational guidance services offered within the school.
- * Involvement of employers in vocational guidance services within the school.
- * Effective utilisation of services eg. The Department of Manpower, the N.S.R.C. etc.

The abovementioned factors determine both collectively and singularly the effectiveness of vocational guidance in the school system and will need to be continually reassessed and adapted to the changing circumstances in order to comply with the demands that the twenty first century places on the child.

7. CONCLUSION

To prepare the child to meet the demands of the twenty first century by means of vocational guidance is to place an enormous responsibility on the shoulders of the parent, the school, the departmental guidance officer and any other parties concerned with the vocational future of the child.

Only through liaison and mutual co-operation can this objective be realised.

Panel discussion

Career counselling and the demands of a future South Africa

- The implications of co-operative education
Dr J. Beukes

- The implications of in-service training on career counselling
Dr G.D. Haasbroek

- The implications of career education
Dr J.W. von Mollendorf

- Modern technological aids in career counselling
Mrs R. Roelofse

- Infrastructure needed to meet the demands of the future
Mr K.W. du Toit

PANEL DISCUSSION : CAREER COUNSELLING AND THE DEMANDS OF A FUTURE
SOUTH AFRICA

CO-OPERATIVE EDUCATION : A VEHICLE FOR CAREER COUNSELLING

- Dr. J.H. Beukes

Deputy Director : Institute for Manpower Research : HSRC

1. INTRODUCTION

The year 1987 has been officially declared by the Transvaal Education Department as the year of partnerships in education. This is certainly the correct procedure as education is not a one-man job and neither is career counselling. When one refers to partnerships in education, one immediately assumes that the most important partners include people such as parents, teachers and the scholars themselves. There is also another partner which is very often neglected; not because he is regarded as unimportant, but because he operates in an entirely different and also somewhat remote environment. The partner I am referring to is of course the world of work. Co-operative education is regarded worldwide as one of the most effective means of creating a partnership between education and the real world of work, provided it is also seen as instrumental in terms of career counselling.

2. WHAT IS CO-OPERATIVE EDUCATION?

What then, are the essentials of co-operative education? If one reads carefully through the literature of the past ten years or so, one finds the term co-operative education used in many different ways, varying from an all inclusive approach to very limited interpretations.

Generally speaking co-operative education is regarded as a strategy of applied learning which is a structured programme, developed and supervised by an educational institution, in which relevant productive work

is an integral part of a regular student's academic programme and is an essential component of the final assessment for an award. (Longworth 1985).

This may be a sufficient definition for some purposes, but for others it is necessary to have some further subsidiary definitions and explanations, especially if one thinks of co-operative education in terms of post school education and training. Then it becomes necessary to qualify explicitly that if a programme is to be regarded as co-operative education then it must comply with the following:

- * The student's exposure to the world of work, that is for some real work experience, must be planned for and goal directed, in contrast to being casual and educationally unrelated.
- * The institution assumes the chief responsibility for the integration of work and study.
- * The student himself is involved in the work study experience, instead of to being an observer.

These criteria may well be applicable to co-operative education at post-school level such as the sandwich education of our technikons, but for obvious reasons different norms will have to apply if one thinks of co-operative education in terms of the secondary school system. It is very unlikely that a system of co-operative education can be introduced into a school system where the pupils are expected to engage in productive work in exactly the same way as has been conducted by post-school institutions.

In the next few paragraphs I would like to share a few ideas with you on how the co-operative education approach within the formal school system can facilitate the process of career counselling. Amongst all the numerous advantages and benefits normally associated with co-operative education this is probably the one that has not been researched enough, although it is generally accepted that co-operative

education without a sound career counselling component cannot operate properly.

CO-OPERATIVE EDUCATION AND THE SCHOOL

Co-operative education entails work experience education. Work experience is widely used in education, however not always in terms of co-operative education as set out earlier. It is used by school pupils as part of their career education and pre-vocational preparation; by students in furthering education for work-based in service training; by teachers and lecturers in all sectors of education as part of an industrial/business orientation programme. Work experience education is exactly what the name implies - education obtained through work experience.

In many First World countries in Europe, the USA and also Japan co-operative education involves an enormous proportion of pupils and students. For instance the number of working students in the United States has increased dramatically in the last three decades. According to Heller and Heinemann (1985) this is a direct result of the growing interest in the philosophy that emphasizes the value of work connected to the academic experience. Current estimates are that approximately half of the high school juniors and seniors in the United States are employed at some given time during the school year and the proportion rises to more than 80% when college and university students are considered.

Work experience within a co-operative environment can take different forms varying from participating in work activities in a real work place in industry while still attending school on the one hand to a simulated work situation in a class room environment on the other hand. Work experience education is based upon the premise that worthwhile educational experience can also and in fact does take place in environments other than the classroom alone. Frequently, work-related activities are far more relevant to a pupil's personal career goals than formal classroom studies. The world of work is exploited as a lab-

oratory in this regard. Apart from positive values for scholars and students in terms of personal growth and development, academic achievement and practice in technical and vocational skills, work experience education claims substantial impact on career planning and development (Wilson 1974) and on self-esteem (Ducat 1978). Moreover work experience education has repeatedly proved itself to be a very effective vehicle for assessing career alternatives. It is interesting to note that even with the sandwich education which was designed for the training of engineering students in Great Britain it was found that the students gained more from their work experience in terms of career planning and development than through the acquisition of technical skills.

Unfortunately co-operative education is not always that easy to impose on a formal school system, especially not within an educational environment like that of South Africa. In densely populated countries like Great Britain one finds that work experience in an industrial environment with an industrial setting is not unfamiliar to some educational programmes. In South Africa where the industrial and commercial activities are concentrated in a few metropolitan areas it is most unlikely that a system of co-operative education can ever be introduced where pupils will be able to take up real work placements within industry while still attending school. Therefore one has to look at another approach and that is to bring the world of work to the classroom by means of simulated work experience. Simulated work experience can either be in an educational or industrial setting provided the experience is planned for and monitored according to educational norms.

SIMULATED WORK EXPERIENCE

Simulated work experience may not necessarily provide as many opportunities as 'real' work experience and may not have as much credibility, but it may offer some distinctive advantages over 'real' work experience (Watts 1985).

According to Watts (1985) simulated work experience opens up access to work situations which do not normally lend themselves to direct per-

sonal exposure. Limitations are sometimes imposed on first hand experience due to considerations of safety, security or skill requirements.

It can also be argued that simulated work experience is so much easier to organize and control for educational purposes. The real world of work is very heterogeneous where all manner of tasks, skill requirements and relationships may crop up over which the educational world has very little control. In a simulated situation manipulation and control are much easier.

It is important to note that work-related simulations and real work experience need not be regarded as alternative means to the same end. Depending on the way in which simulated work experience is designed it can have distinctive properties and potentials which makes it a more viable proposition in the school context than industry based experience. It should be kept in mind though that simulated work experience, in order to be cooperative must still be industry oriented which means that it must be relevant to industry, but at the same time it must be educationally sound.

Watts distinguished the following types of work related simulations:

- * Business games : Representations to illustrate particular issues of a working situation feature very strongly in this type of simulation. Detailed scenarios based on actual or even fictitious cases are re-structured whereby certain aspects like the company, the product as well as information about production costs, market variables etc. are given and pupils are asked to play the business game as if it were 'real life'.
- * Work samples: These provide pupils with an opportunity to perform tasks designed to be representative of particular occupations or clusters of occupations. This type of work simulation lends itself to get different pupils involved at the same time.

- * Production simulations where broad sub-types can be distinguished; design-and-make projects; production-line projects and mini-enterprises. Given the situation in South Africa where the focus is at promoting the philosophy of inward industrialization and entrepreneurship, this type of simulation probably offers more than in an industrialized society.
- * School work tasks which can be conducted according to rules and norms that will normally apply in the industrial environment.

WORK EXPERIENCE AND CAREER COUNSELLING

There is an ancient proverb that reads : People who want milk should not seat themselves on a stool in the middle of a field in the hope that a cow will back up to them. This message is useful to illustrate that the opportunities of the world of work will not come to us in the school. We will have to go and get them and exploit them to the benefit of our children. Pupils are inclined to think of career counselling mainly in terms of an information facilitating service. Cooperative education is in fact much more of a vehicle in bringing the real world to the pupil and this exercise should be accompanied by intensive career counselling.

There are many reasons for considering integrating a career counselling component within co-operative education. At post school level the most obvious reason is probably the enhancement of job-seeking skills and encouraging investigation of alternative career opportunities. At secondary school level career counselling is of a more exploratory nature. Pupils not only need to know more about the world or work, they also need to experience what the work is going to be like once they are out in the open.

Pupils build their castles in the air and that is where they should be. Cooperative education provides the opportunities to put the foundations under them.

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THE IMPLICATIONS OF IN-SERVICE TRAINING ON CAREER COUNSELLING

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Department of Manpower

1. INTRODUCTION

In the De Lange report on the provision of education in the RSA a distinction is made between formal, non-formal and informal education.

Formal education, on the one hand, is well structured and is mainly offered by recognised educational institutions such as universities, colleges, technicons and schools. Informal education, on the other hand, is unstructured and consists of education that takes place in life situations. Non-formal education, which forms the link between formal and informal education is structured only to a certain extent and is usually referred to as in-service training. In-service training is mainly offered by employers to their employees in order to either upgrade their work skills or to learn totally new skills according to the needs that may exist.

Formal education is mainly the responsibility of the Government, while in-service training is the responsibility of both the Government and the private sector. The private sector, has up to date, made a great contribution to in-service training. The Government promotes this type of training through various schemes that are administered by the Department of Manpower in order to make it economically worthwhile for employers to invest in the training of their personnel.

2. IN-SERVICE TRAINING

In-service training, in general, could be subdivided into two categories, namely artisan training on the one hand and in-service training, excluding artisan training, on the other hand. Roughly 20% of all in-

service training falls in the first category and 80% in the second category.

TABLE 1

IN-SERVICE TRAINING

Artisan Training

In-Service Training

(Artisan Training excluded)

+ 20%

+80%

- Artisan training is well organised, within statutory structures. Apprentices and adult trainees are employed in some 350 designated trades in 19 industries, ranging from aerospace to hairdressing. Notwithstanding the scope and variety of their trades, these persons are all trained under similar conditions in terms of the Manpower Training Act, 1981.
- In-service training, excluding artisan training, is fairly unstructured and consists mainly of short courses intended to improve the work skills of the labour force.

1. THE NEED FOR IN-SERVICE TRAINING

The need for in-service training will inevitably increase in the future. The RSA is at present struggling with severe problems on the industrial and labour fronts. The low economic growth rate and the high unemployment rate are only two of the major problems that are causing great concern. Personally I believe that training, and in particular in-service training, is part of the solution to the abovementioned problems.

Allow me to mention only three examples where I believe in-service training could play a major role in fulfilling the demands of a future South Africa.

- **Technological innovation**

Due to technological innovation, retraining will continually have to receive a high priority in order to ensure that the RSA retains its position in the world markets and for local industry to keep contributing to the future economic growth of this country.

- **Inadequate level of education**

In this regard the Minister of Manpower made a statement in August 1986 that is self-explanatory:

"At least 54% of South Africa's economically active population have not graduated beyond Standard 5 (primary school) and employers have the formidable task of building training on an inadequate basis ... This not only increase(s) the need for in-service training, but also makes it more complicated and costly." (The Star, 15 August 1986, p 9).

- **Export as a growth factor**

The RSA's industrial growth has lost steam in the last five to ten years. According to Dr McCrystal, Chairman of the Board of Commerce and Industry, this is due to a variety of factors. The most important factor is however, the fact that import replacement acted as the greatest stimulus for industrial development since the Second World War.

Recently many voices have been heard advocating that the RSA will have to change from an importing to an exporting country in order to overcome the problems of low economic growth and high unemployment. The de-

gree to which the RSA will succeed in this goal will be determined by the educational level and skillfulness of its work force. Due to a lack of time this places a tremendous demand on in-service training.

4. IMPLICATIONS FOR CAREER COUNSELLING

If we consider career counselling in its most simplified form as a service to match those in need of labour with those that offer labour, it is most important that career counsellors should, besides the fundamental knowledge of career counselling, also be aware of the present as well as future manpower needs in order to act pro-actively as far as the placement and training of employees are concerned.

This implies a close co-operation between career counsellors and representatives of the job market. The fact that in-service training is not well structured on a national basis, may inhibit career counsellors in obtaining the necessary information concerning the present and future manpower needs for the country as a whole. The National Training Board is at present promoting the establishment of Industry Training Boards for the various industries and we believe that these boards will be able to communicate the manpower needs of the various industries to whoever is in need of such information.

THE IMPLICATIONS OF CAREER EDUCATION

- Dr J W von Mollendorf

Head: Division for Careers Research

Institute for Psychological and Edumetric Research, HSRC

1. INTRODUCTION

King's book, Other schools and ours, draws attention to the fact that there are various education systems in the world. It is assumed that in any particular country the prevalent system of education will reflect that nation's attitude to education. Usually the primary attitudes are referred to as conservative, contemporary and futuristic and are defined as follows: A conservative approach will endeavour to bind fellow-countrymen to the national heroes and the past achievements, possibly neglecting matters of contemporary importance and omitting adequate preparation for the future. The contemporary approach, on the other hand, takes care to ensure that all present needs are met, but also frequently neglects to prepare for the solving or prevention of future problems and needs, whereas the futuristic approach is concerned mainly with the timely preparation of its members to meet future demands.

It is clear that all these approaches overlap slightly and that none of them can exclude the others altogether. While culture and customs, which undoubtedly play an important role in education, have their origin in the past, and the contemporary approach cannot exist without relating to that which came before it, the rapidly changing world in which we live, demands a certain degree of preparation, partially through education, for the future. Any education system should therefore make provision for a healthy balance between these three elements.

The differentiated system of education applied in the RSA can be defined as a system offering a more equal opportunity to individual pupils to develop according to their own abilities. It bears out our

awareness of the fact that each child is a person with his own abilities and possibilities which, given the opportunity to develop to the full, will enable him to ~~make~~ a unique contribution to the community in which he lives.

On the other hand we have the so-called career education. In order to determine the possible implications of this system of education for the RSA, if it should be implemented in this country, it is necessary first of all to understand what career education involves.

2. THE AIMS OF CAREER EDUCATION

It must be clearly understood that career education originated and developed in America and as such is a product of a society that differs considerably from our own (compare the speech made by Sydney P. Marland).

2.1 DEFINITION OF CAREER EDUCATION

Hoyt (1977) defines career education as "...an effort aimed at refocussing (American) education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living" (p. 5).

Briefly one can therefore say that the aim of career education is to refocus education in order to make work meaningful.

2.2 CHANGES VISUALIZED

The refocusing of education implies inter alia the following changes (discussed in detail in Hoyt, 1977):

- 2.2.1 FROM an assumption that says a general education alone is the best preparation for work TO an assumption that says both general educa-

tion and a set of specific marketable vocational skills are increasingly necessary for entry into the world of paid employment.

2.2.2 FROM an assumption that says youth is that period of life in which one prepares for work TO an assumption that says most individuals will find it increasingly necessary to combine education and work during large portions of their adult lives.

2.2.3 FROM an assumption that says presently education has attained the goal of education as preparation for work when it has prepared school leavers to enter the world of paid employment TO an assumption that says the goal of education as preparation for work must include an emphasis on preparing school leavers to change with change in the world of paid employment.

2.2.4 FROM an assumption that says the best way to prepare youth for the world of paid employment is to lock them up in a schoolhouse and keep them away from that world TO an assumption that says both the world of schooling and the world of paid employment must become part of the students real world.

2.2.5 FROM an assumption that says the more years one spend in school the better equipped he/she is for work TO an assumption that says the optimum kind and amount of education required as preparation for work will vary widely from occupation to occupation.

2.2.6 FROM an assumption that says jobs choose people and people don't choose jobs TO an assumption that says it is important that student's self understanding and understanding of the world of paid employment be emphasized in ways that allow students to have maximum control over their own destinies.

3. HOW CAREER EDUCATION AIMS TO REACH ITS GOAL

It must be understood that career education resulted from a movement in education and that consequently there is a fair amount of emo-

tional involvement on the part of the movement supporting career education and using concepts such as specific attitude, refocussing, approach and collaboration.

The following have been singled out from an extensive list supplied by Hoyt (1977):

- 3.1 Refocussing the entire education system in ways that will bring a more proper and appropriate emphasis to the goal of education as preparation for work.
- 3.2 Don't want to call it officially in new system which could be implemented by training students in the "new course". It simply does not appear to be good logic to think about transmitting career education to students through the mechanism of entirely new courses. If, to implement career education, sizeable increases in the education budget were to be required, it is highly doubtful if many educational institutions would be either able or inclined to move rapidly.
- 3.3 Collaboration between non-educators and educators in implementing career education.
- 3.4 Career education is a community problem and not simply a problem for the education system. A set of community action responsibilities which can be performed by persons in the border community (but not by educators) must be identified and accepted.
- 3.5 If career education is to be viewed as a community effort, then policy formulation for career education cannot sensibly be left only in the hands of the educators.
- 3.6 Three distinct community segments are vital to collaboration in career education.

The business/labour/industry/professional/government and community must assume an active participatory role.

Existing community agencies and organizations who are already actively involved in helping youth in career related matters.

The home/family structure is another segment required for an effective collaboration career education effort.

- 3.7 Community career education co-ordinators should be appointed.

4. EVALUATION OF CAREER EDUCATION

The following works contain evaluations of career education:
Runderlein, Thomas: A review of career education evaluation studies.
OCE monograph on career education. Washington, D.C. 1977.

Herr, Edwin: Research in career education the state of the art.
ERIC clearinghouse of career education. Columbus, Ohio. 1977.

New educational directions: What does career education do for kids?
A synthesis of 1975-1976 evaluation results.

5. CAREER EDUCATION AND CAREER COUNSELLING

To a large extent the approach to (career) counselling is determined by the type of education system within which it takes place. Here one may for instance look at differentiated education and the importance attached to career counselling within this system. According to both Garbers (1979) and Jonete (1979) the effectiveness of differentiated education is largely dependent on its counselling system for its successful implementation.

The same should apply in the case of career education and career guidance, but in this connection Hoyt (1979) says that "... the terms career guidance and career education will, in fact, have such

in common. If this view prevails, then there is no essential difference between the professional counselors role in career guidance and his/her role in career education" (p. 11), showing that in his opinion the two fields are actually one.

6. CONCLUSION

From the above it appears that although in essence career education represents a separate education system, it has not been officially implemented as such in the American education system. The approach suggested for achieving the implementation of career education can be described as a subtle one, namely this by enlisting the support and "collaboration" of the entire community.

In South Africa the introduction of career education will achieve nothing more than a slight broadening of the approach to the so-called vocational education. The very nature of career education, as initiated in the USA, makes it unsuitable for general implementation in the RSA.

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MODERN TECHNOLOGICAL AIDS IN CAREER COUNSELLING

Mrs Ronelle Roelofse

Division for Careers Research, Institute for Psychological and Edumatic Research: HSRC

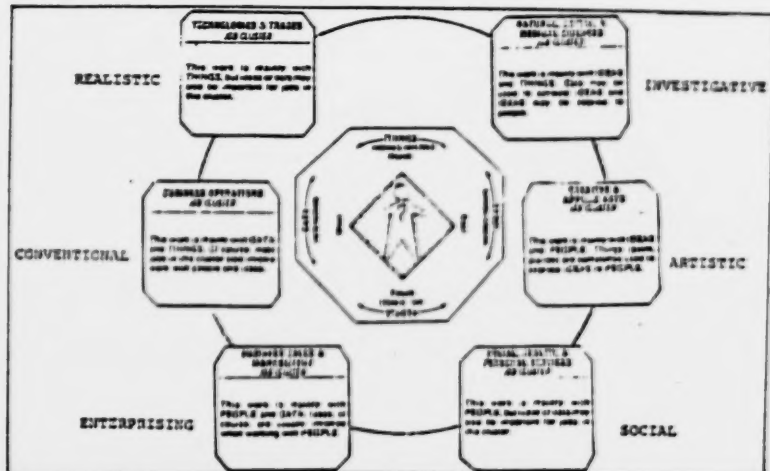
Before starting, I would like to ask you something. Take a close look at the following words:

people
counselling
computers
change

How comfortable do you feel about yourself in terms of the following concepts? Rate yourself from 1 to 10 on each of these. Who rated themselves highest on one of the first two concepts?

You see, I have a very difficult task this afternoon. Apart from being nearly the last speaker on the programme, I also have the most cumbersome topic. I am addressing a group of professionals who love to work face to face with people and to use their interpersonal skills. Now I have to tell them about computers and other technological aids and how we need to change in order to keep up with the demands of a future South Africa.

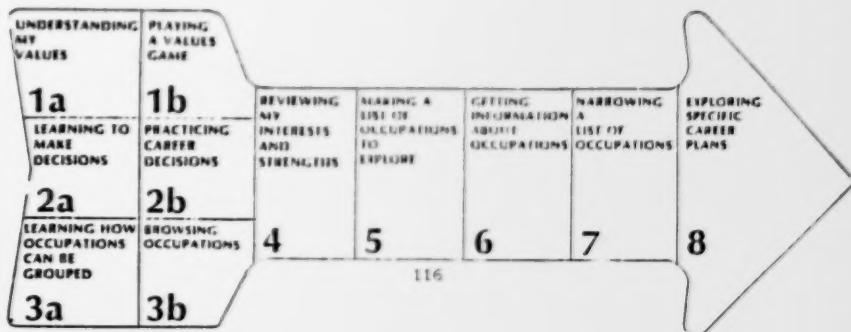
If we look at Holland's hexagon



I can understand the way you feel about technology. Working with people and working with technology like computers, represent absolute opposite poles on the world of work map. However, I can assure you that I am not talking to you today as you are there (S) and I am here (R), because I am also one of you: a people-person, but with a creative mind who likes to explore other dimensions in technology that can be helpful in performing my task in counselling more effectively. I want you and not the computer to be in control of the counselling process. (This is possible!). I want you to see the computer as an aid in more effective quantitative and qualitative career counselling. And I invite you today to explore with me different technological aids of the present as well as of the future that we can apply in career counselling.

The rapid development of the computer over the past 30 years has resulted in numerous new companies, created many new jobs, made possible new consumer and industrial products, has enabled us to reach the moon. Modern smaller, more powerful and efficient computers than a decade ago are bringing untold benefits and are transforming our lives. Every person present here today experiences the effect of computers in the same way - in banks, libraries, travel agencies, hotels, airports. Computers record our numerous credit card purchases. Radio, television, news networks, newspapers, weather forecasts, the stock market all depend on computers for rapid up-to-date information. Computer application has revolutionized many industries and professions. Computers are increasingly found in schools, colleges and universities and with the advent of home computers promise to become an integral part of South African family life.

What about career counselling? How can we use the computer in career guidance in South Africa?



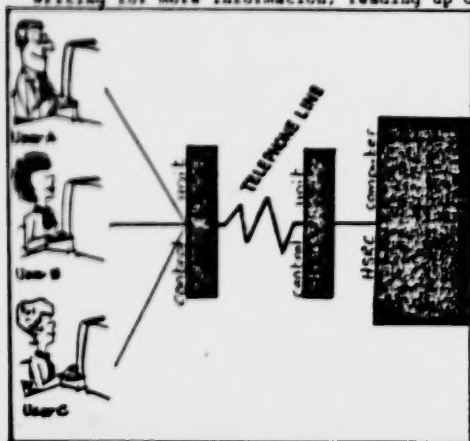
At present we have the mainframe version of the DISCOVER computerized career guidance system available at the NSBC. This programme is developed to guide the user through a process eventually equipping him or her to make a well, thought-through decision about a future career. The user is stimulated through one-to-one interaction with the computer to work through modules designed to gain better understanding of his or her self-concept, values and decision-making skills. The client is also assisted in specific career planning, e.g. preparation to go to university, how to apply for a job, financial aid.

These are the things which almost 18 years of research in the USA and 2 years of research in South Africa on computer-based guidance and information systems have told us we can expect to happen:

- More specificity in personal career plans
- Increase in knowledge about occupations
- Increase in some aspects of career maturity

Research in this area indicates that people are becoming more aware of the need to plan ahead and are more skilled in decisionmaking.

- Increase in communication with parents and significant others in terms of career planning because the computer encourages that. Quite frequently students take some printout home, sit down and say to their parents: "Look what the computer said to me."
- Increase in career exploration by other means - talking to people, writing for more information, reading up on the subject.



Further technological advancement made it possible to use microcomputers in career counselling. With the mainframe version terminals have to be linked to control units and telephone lines to the mainframe. In the case of the microcomputer this is not necessary. There is a major advantage in having an own independent, technically less complicated system. The HSWC is involved in negotiations that will make career counselling possible by means of the microcomputer.

Now where are we going from here?

I am not able to look in the crystal ball and accurately predict the future, but it is said that the most reliable way of preparing oneself for the future is to study and understand the present. Some of the trends I studied here in South Africa and overseas will be the most probable forces for change in the coming years. These will give us a glimpse of the direction career counselling of the future will take.

1. We are moving to systems which reach new populations, e.g. mid-life career changes, business and industry, primary school and retirement planning.
2. We are moving to new places beyond schools and universities. These include counsellors in private practice, private homes and libraries.
3. We are moving to more attractive systems, more colourful displays on the computer. Under computer control, video displays can show users work tasks or work settings of occupations or what a university campus looks like.
4. We are moving to more powerful technology for less money. A few years ago a hard disk would have cost R 2 500. Today you can buy a better one for R600.

5. We are moving to dial-up systems for microcomputers that can be linked to any telephone. The private practitioner can run around with his PC and plug it into any telephone outlet and operate it from there.
6. We are moving to the BELTEL System where home users can obtain information about occupations by selecting an occupation, and details will be displayed on the television screen.
7. We are moving to voice command where the computer will recognize voices and can be programmed by voices. This will have major implications for the type of interaction of the user will have with the computer. Instead of pushing buttons on the keyboard, a student may just have to say "Go back", "Shut up", "Sign off" or whatever.

Lastly, I am not going to tell you about a robot that is going to take the place of the counsellor within 20 years. Certain technological aids can enhance the tasks of the counsellor, but nothing can replace him or her. The human component in counselling is irreplaceable. You are still the one in command, the computer is there to assist you.

INFRASTRUCTURE NEEDED TO MEET THE DEMANDS OF THE FUTURE

- Mr K.W. du Toit
Director: Vocational Service
Department of Manpower

First of all I believe that the need for career counselling services should dictate the infra-structure and not the other way round.

The choice of career is a normal function for most people of reasonable intelligence with normal insight into their own capabilities, values, interests and personality make-up on the one hand, and on the other hand the world of work and the circumstances in which they find themselves, such as the availability of work, etcetera.

As more and more children are exposed to longer periods of schooling and as school counselling services develop, it can be expected that fewer school leavers will need crisis counselling on leaving school, provided that enough time and well-trained personnel are available to deal with the subject and furthermore that both the personnel and the pupils are properly motivated to study the way in which choices are made and from time to time to involve themselves completely with the task of deciding on a future career. These developments will take time and for the immediate future I believe that the out-of-school facility where school leavers can consult a vocational counsellor on the choice of a career will still be required.

Furthermore, people change, their interests and values change, their circumstances change and careers change. When people are bewildered by the changes in and around them, many of them will need a counsellor with whom to discuss new directions and opportunities.

What should these services look like? Again this should be determined by the need. Present day needs indicate that counsellors should be well trained in psychology. Determining aptitudes and interests are not quite as difficult as it used to be on account of the many aids that are

available but examining personality make-up and personal values and integrating them with aptitudes, interests and the world of work is a daunting challenge even to trained vocational counsellors. Counsellors should also be adequately equipped to discuss the environment in which the decisions have to be made. Very few universities find time to teach their vocational counsellors something about career information, let alone the availability of work and the influence of economic trends on career opportunities.

No possible rate of economic development will in future provide enough work opportunities in the formal sector of the economy for our growing population. Much of the counselling that has to be done will therefore have to deal with how to find a job or how to live without a job in the formal sense. This will require practical "counsellors" with knowledge of the opportunities and facilities available in the community, who can teach their clients job-hunting skills, encourage entrepreneurship and guide people on ways to survive until their circumstances change. These "counsellors" will require less advanced training in psychology, but will nevertheless be required to help determine aptitude, interest and motivation in order to advance acceptable solutions to the problems of their clients.

At an even lower level of training other experts (if I dare not call them counsellors) will assist in matching workseekers with employment opportunities (most probably with the help of computers), providing information on careers and career opportunities and referring people for work. With a limited University background and some in service training these "placement advisors" would be able to assist people through the use of self-help questionnaires and similar aids. I doubt whether computerised counselling will play a very important role in assisting clients in the South African context in the immediate future.

When I speak of the South African context, I also refer to our population composition with a thin layer of well educated people on top and a large mass of less educated people at the bottom. The counsellors of the Department of Manpower both Black and White, who deal with these clients

(also from all population groups) find that the less educated are less concerned with aptitude, interest and personality make-up and more interested in the financial rewards attached to different jobs. For them status derives from income. I believe the highly sophisticated one to one counselling situation that we know has grown out of the needs and values of the middle classes. Lower down the socio-economic ladder we need a much more bread and butter oriented approach. The main need here is for information: job information, information on the availability of work and training opportunities and bursaries. Much of this information can be dispensed in group situations, dealt with well informed placement advisors with the aid of video recordings and other audio visual equipment.

At a seminar on the Vocational Services of the Department of Manpower during June this year, it was suggested by Prof J.H. Robertson of the Professional Board for Psychology that we approach the Board with a request to create categories of registration for Psychometrists (counselling) and Psychotechnicians (counselling). This will correspond with the three levels of services that we envisage and it is the intention to take up this matter with the Professional Board. This will allow the Department to employ a fairly large number of officers who are in possession of a BA-degree with a major in Psychology as Psychotechnicians, a smaller number with BA Honours in Psychology as Psychometrists (counselling) and an even smaller number of registered Psychologists to deal with more complicated cases and to give guidance to the Psychometrists and Psychotechnicians.

Once this has been achieved a similar infra-structure will be recommended to the approximately 1 000 Private Employment Offices registered with the Department in order to provide a more comprehensive service to all population groups than is being done at present. To my mind this will make an important contribution towards addressing the problem of labour productivity which is one of the most serious problems facing our country. It would also help in accelerating the upliftment of those who are still living under third world conditions.

SUMMARY AND CONCLUSION

Summarizing the events of a day like today is no easy task. What was clear throughout the day was the urgency with which speakers addressed the topic and the feeling apparent in the audience that something should be done urgently to improve the situation.

What is clear from this seminar is that the current highly sophisticated one-to-one counselling situation does not satisfy the needs of people in a changing South Africa. We need a more broad and better oriented approach that will cater for the changing needs of more people. One of the important needs in career counselling is for information :

- information on the individual and decision making skills;
- career information;
- present and future manpower needs;
- jobs and training opportunities;

Possible solutions to the problems currently experienced and which were discussed today, can be summarized in three categories:

1. COUNSELLING MODELS AND TECHNIQUES

- Appropriate models and techniques should be developed, for example group counselling and programmes for the improvement of self-knowledge as well as career information to reach a broader spectrum of the population.
- Psychometric devices for all population groups should be developed.
- Updated career information should be made available more readily to ensure that counsellors and clients keep abreast of new career developments. Devices such as computerized information and videos about careers can be used to satisfy this need.

- Self-help exercises for an individual to select a career can play an important role in future career counselling.

2. COUNSELLING SERVICES

- More counselling services should be available for all people at all levels: at primary and secondary school level, for young adults and people in their midlife.
- Different levels of career counselling should be available. Under the supervision of professional psychologists, counselling psychometrists and psychotechnicians could be used to guide people in the decision-making process, to obtain career information and teach people job hunting skills. Different levels of career counselling can satisfy counselling needs at different levels.
- Career counselling means more than choosing a career. It includes guidance and the teaching of life skills. Black school leavers in particular need assistance in adapting to a new environment and in developing skills to succeed in the work situation. They also need guidance to overcome practical and emotional barriers that may prevent them from attaining their goals.

3. CO-OPERATION WITH INDUSTRY

- Close co-operation between the career counsellor and representatives of the job market can bring the world of work closer to the pupil's/client's world of experience.

In this way

- knowledge of careers can be improved,
- job specific training and job orientation can be brought about,
- job opportunities can be ensured for clients in line with manpower needs.

- There is an urgent need to reorganize job structures, so that more job opportunities can be created for well qualified black people. Higher level jobs for blacks are extremely limited at the moment.

Career counselling in a changing South Africa can only be improved to meet the new needs if changes can be made in all three of the categories mentioned above. It is our task as counsellors to bring about these changes, so that the great untapped reserves of human potential in South Africa can be developed.

MS MARETHA VISSER

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Administration

Head office

Private Bag X41, Pretoria 0001
Republic of South Africa
Telegrams RAGEN
Tel. (012) 202 9111
Telex 3 20893 SA

NIPR

P.O. Box 32410, Braamfontein 2017
Republic of South Africa
Telegrams NAVORSERS
Tel. (011) 339-4451
Telex 4 25459 SA

Regional offices

Western Cape: Private Bag X5, Roggebaai 6012
Tel. (021) 419-2572/3/4/5 Telex 5 22280 SA

Natal: P.O. Box 17302, Congella 4013
Tel. (031) 815970 Telex 6 28567 SA

NIPR Eastern Cape: P.O. Box 1124, Port Elizabeth 6000
Tel. (041) 53-2131 Telex 2 43203 SA

Funksies van die RGN

Die RGN onderneem, bevorder, ondersteun en koördineer navorsing op die gebied van die geesteswetenskappe, bepaal navorsingsprioriteite, versprei die resultate van geesteswetenskaplike navorsing, vergemaklik en evalueer die implementering van die resultate van navorsing, stimuleer die opleiding van navorsers, stel die volle spektrum van dissiplines in die geesteswetenskappe ten diens van die inwoners van die RSA en bevorder die wetenskap in die breed.

Institute

Instituut vir Geskiedenisnavorsing (IGN)

Instituut vir Kommunikasie-navorsing (IKOMM)

Instituut vir Mannekragnavorsing (IMAN)

Instituut vir Navorsingsontwikkeling (INO)

Instituut vir Opvoedkundige Navorsing (ION)

Nasionale Instituut vir Personeelnavorsing (NIPN)

Instituut vir Psigologiese en Edumetriese Navorsing (IPEN)

Instituut vir Sosiologiese en Demografiese Navorsing (ISODEM)

Instituut vir Statistiese Navorsing (ISN)

Instituut vir Taal- en Kunstenavorsing (INTAK)

Buro vir Ondersteunende Navorsingsdienste (BOND)

Administrasie

Hoofkantoor

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Streekkantore

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